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ABSTRACT

This handbook is designed as a resource guide to aid teachers and counselors to select quality materials to meet specific instructional needs in teaching employability skills. To help the user select appropriate materials, the handbook includes a chapter on each of the following five major components of employability skills: (1) decision making, (2) self-analysis, (3) occupational analysis, (4) the job-seeking process (including individual minichapters on resource networks, credential preparation, resume design, application forms and procedures, and interviewing procedures), and (5) job retention (including minichapters on interpersonal skills, work habits and attitudes, planning for the future, and job change). Each major and minichapter uses the same format with the following components: a brief discussion of the topic and an overview of evaluated instructional materials in the area; a list of instructional components on the topic, to be used as a guide for the instructor either in constructing his/her own materials or in choosing among already available materials; and an alphabetized list of materials either focusing entirely on this topic or containing a unit or significant discussion in the area. The materials listed by title in each chapter of the handbook are fully described in an annotated bibliography at the back of the book. (KC)

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TARGET: EMPLOYMENT

A RESOURCE GUIDE to

JOB-SEEKING and JOB-RETENTION MATERIALS

Vocational Education Services
Department of Adult and Occupational Education
School of Education
Indiana University
Bloomington, Indiana

U.S. DEPARTMENT OF EDUCATION
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Indiana State Board of Vocational and Technical Education
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While this project was a collaborative effort involving the talents of many individuals, it should be noted that Sharon Goh and Barbara King were principally responsible for turning the concept of this resource guide into a reality. Largely through their efforts the commercially available resources referenced in this guide were identified, indexed, reviewed and evaluated. Authorship of the major sections of the handbook is as follows: Thomas A. Schwandt, Decision Making and Occupational Analysis; Patricia L. Sitlington, Self Analysis; Sharon R. Goh, Job-Seeking Process; Barbara A. King, Job Retention.

Appreciation is also due to Mr. C. Edward Brown, State Coordinator for Supportive Services and Program Improvement for his encouragement and assistance in the completion of this project.

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T.A.S.

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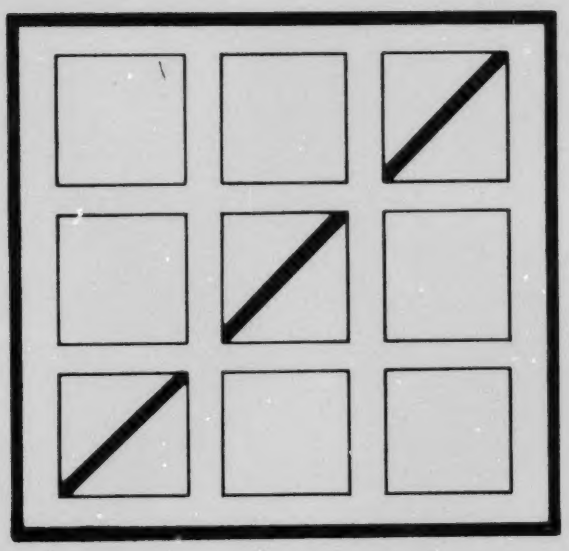
Introduction



Purpose

This handbook is designed to serve as a resource guide in selecting quality materials to meet specific instructional needs in teaching employability skills. It is not a curriculum guide, nor does it contain newly-developed materials for teaching job-seeking and job-keeping skills.

Employability Skills Index

Instructional materials in this area are available in many formats and cover a wide range of skills. To help the user select appropriate materials, this handbook includes a chapter on each of the following five major components of Employability Skills:

I. **DECISION MAKING** -- models and strategies for making informed, systematic decisions regarding the choice of a job or career.

II. **SELF ANALYSIS** -- procedures for identifying personal values, interests, aptitudes, skills, and knowledge of the working world.

III. **OCCUPATIONAL ANALYSIS** -- procedures for investigating work environments and entry requirements for specific positions within occupational areas.

IV. **JOB-SEEKING PROCESS** -- practical steps to be followed in the process of finding and getting a job.

   A. **Resource Network** -- building a network of contacts to secure job leads.

   B. **Credential Preparation** -- obtaining and organizing employment-related documents.

   C. **Resume Design** -- developing an effective, eye-catching resume.

   D. **Application Forms and Procedures** -- obtaining, completing, and submitting the application form.

   E. **Interviewing Procedures** -- preparing for, handling, and following up the job interview.

V. **JOB RETENTION** -- factors which affect survival on the job.

A. **Interpersonal Skills** -- building and maintaining good relationships with coworkers and supervisors.

B. **Work Habits and Attitudes** -- demonstrating competency and cooperativeness on the job.

C. **Planning for Future** -- planning for job security, job advancement, successful daily living, and a satisfying lifestyle.

D. **Job Change** -- making the decision to change jobs and managing the transition.

Many of the instructional materials evaluated for inclusion in this handbook cover more than one of the five major topics above and are referenced in each of the appropriate chapters.

Organization of Chapters

This handbook contains a chapter on each of the five major topics in the Employability Skills Index listed above. Because the last two topics cover a range of skills, five "mini" chapters are included for the JOB-SEEKING PROCESS, and four for JOB RETENTION. Each major and "mini" chapter uses the same format with the following components:

1. A brief discussion of the topic and an overview of evaluated instructional materials in the area.

2. A list of instructional components in the topic, to be used as a guide for the instructor either in constructing his/her own materials or in choosing among already available materials.

3. An alphabetized list of materials either focusing entirely on this topic or containing a unit or significant discussion in the area.

Annotated Bibliography

The materials listed by title in each chapter of the handbook are fully described in the annotated bibliography. The materials included were rated "acceptable" or higher during the evaluation process. Any material receiving a lower rating was not included in the bibliography. For the sake of usability, the materials have been identified as:

LEARNER RESOURCES (LR) -- materials which can be used directly by job-seekers with or without accompanying direction from an instructor. Many self-help, as well as other classroom materials, are included here.

INSTRUCTOR GUIDES (IG) -- materials which contain directions for the instructor in teaching employability skills. Curriculum guides, combined teacher guides with learner activities, and other teacher-oriented materials may be found in this section.

PROFESSIONAL RESOURCES (PR) -- materials which are designed solely to provide instructors with background information. A small category, this section includes research findings, theoretical discussions, general program guides, and sources for additional information.

The materials are described in the following manner:

Title

Author

Source

Vital Statistics (date of publication, price, format)

Focus (topics covered in the Employability Skills Index)

Description (target population and usability features)

Abstract (an objective narrative description of the materials)

Comments (subjective statements regarding the usability and unique characteristics of the material)

Using the Handbook

It is suggested that an instructor using this handbook as a guide in selecting materials to meet specific instructional needs follow several steps:

1. Read the introduction to the handbook for an overview of its purpose and rationale.

2. Review the chapters focusing on the topics of interest.

3. Examine the list of alphabetized titles following those chapters to find instructional materials devoted to these topics.

4. Turn to the annotated bibliography for an extensive description and review of these materials.

5. Compare the materials to find those which meet instructional needs and financial and time constraints.

6. Use the list of sources at the end of the guide to obtain selected materials or further information regarding the product.

7. Note that materials which have a black dot in the upper right-hand corner are available on loan from Vocational Education Services for preview or, in the case of non-consumable materials, for actual use in the instructional setting. (Indiana users only)

Instructors following these steps will have access to a wider variety of appropriate materials and can be more confident that the items they chcose will contain the instructional components they wish to cover.

RATIONALE FOR TEACHING EMPLOYABILITY SKILLS

Employability depends on those job-related skills which enable the individual to find and hold a job. These skills range from making rational decisions about the career choice to completing application forms and demonstrating appropriate work habits and attitudes.

There are several compelling reasons why teaching employability skills is critical in vocational education and other employment-related education and training programs:

First, the best vocational training is of little use if individuals are not equipped with skills for seeking and obtaining employment. The investment in education and training is far more likely to yield both personal and social returns if students acquire job-related skills along with their job-specific training.

Second, research has shown that success on the job is strongly associated with such interpersonal factors as behavior, appearance, and relationships with peers and supervisors.

Third, individuals equipped with employability skills are more flexible in adapting to labor-market demands and are in a better position to avail themselves of a wider range of job opportunities.

Fourth, job satisfaction and occupational effectiveness may often be determined by how proficient workers are at communicating their needs and at maintaining interpersonal relationships with associates and supervisors.

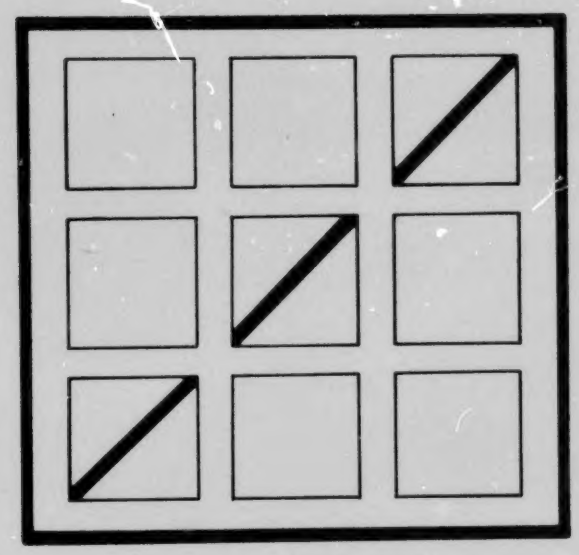
Finally, the general consensus of employers is that workers must be trained not only in the technical aspects of their occupations but in job-related skills as well. Studies have shown that employers often reject job applicants for such reasons as (1) poor reasons for wanting the job, (2) inability to communicate during the interview, (3) immaturity, (4) personal appearance, (5) poor manners and mannerisms, and (6) a poorly completed job application form.

THE EVALUATION PROCESS

There is no shortage of existing materials on employability skills training. Literally hundreds of booklets, learning activity packets, pamphlets, books, filmstrips and tapes, course outlines, and student workbooks are available for a wide range of user populations. The problem for the instructor seeking to teach these skills is not a lack of materials but rather a lack of knowledge about and access to the most effective materials. This handbook seeks to remedy these problems by presenting a variety of carefully evaluated and abstracted materials organized in such a manner that instructors with different instructional needs and different learner populations can easily locate these materials.

An intensive effort to locate available employability skills materials resulted in identification of over 900 titles in this area. After an initial screening of their descriptions, 540 materials were considered worthy of further investigation. Of these, more than 300 items were obtained and evaluated by independent raters in terms of their instructional objectives, internal organization, language level, learner activities, directions, and appeal. Each item was reviewed and evaluated by three to five raters. On the basis of this evaluation it was decided which materials should be included in the handbook. A prototype of this handbook was then reviewed by three panels of professional educators, administrators, and other individuals connected with the employment-related education and training enterprise. These individuals reviewed the handbook in terms of its usability, organization, language level, and appeal.

I. Decision Making



I. DECISION MAKING

Making a decision means choosing a course of action. Choices are apparent at every step in the job-seeking process. For example, a job seeker must decide whether to prepare a resume, and if so, what type of resume; he/she must decide how to dress for an interview; whether or not to answer personal questions raised during an interview, and if so how, etc. Materials reviewed in the JOB SEEKING section of this resource guide address these types of decisions and provide the job seeker with tips for making the best choice.

However, individuals make important decisions before they devote their energies to applying for, obtaining, and keeping a particular job. These decisions are the topic of this section of the resource guide. Of particular interest are the processes of occupational choice and career development -- how does one choose one from among the many occupational and career options available?

Making an occupational choice can be characterized as either a one-time event or a developmental process. In the former view, an individual makes an occupational choice at one point in time usually by means of a straightforward matching of personal interests, abilities, needs, and aptitudes with the characteristics of available occupational opportunities. It is often naively assumed in this view that once a match is made, individual and career will live happily ever after. From a developmental perspective, an individual is seen as making a number of occupationally-related choices throughout his/her lifetime. When viewed in their entirety, these choices constitute a pattern of career development. In this scheme, vocational maturity is seen as a measure of a person's development with respect to vocational behavior. Vocationally mature behavior varies

depending upon the stage of vocational development under consideration: a vocationally mature fifteen year old is concerned with assessing his/her needs, interests, values, and capacities in view of the goal of formulating an educational plan; a vocationally mature thirty-five year old is concerned with stabilizing his/her occupational position, settling down within a field of work, and using his/her abilities to justify earlier decisions culminating in the achievement of this position.

Overview of Evaluated Instructional Materials

The vast majority of materials reviewed in this resource guide view vocational choice as a process of matching individual traits with occupational characteristics. There are at least three explanations for the dominance of this view:

1. An assessment of individual traits as well as a determination of occupational characteristics (entrance requirements, job tasks, conditions of promotion, etc.) is important. Individuals must possess a realistic view of their strengths and weaknesses to be successful in the job hunt. Relevant data about occupational requirements is likewise indispensable in making an informed choice.

2. Teaching the assessment of individual traits and the process of discovering occupational information is relatively straightforward. There are many ways in which job seekers can be taught to determine their interests, strengths, needs, and aptitudes. Further, a host of commercial (as well as instructor made) instruments are available for measuring these personal traits. Likewise, resources are readily at hand and strategies are easily devised for uncovering information about jobs.

3. The matching strategy is perhaps the most widely used approach to occupational counseling in educational, employment, and rehabilitative settings. The strategy is pragmatic and action oriented, and constitutes a logical attack upon the decision making problem -- be it a problem of first occupational choice, an uncertain occupational choice, or an unwise occupational choice. (This is not an endorsement, just a description.)

Materials in this resource guide oriented toward developmental career decision making are far fewer in number. This may be because the process of uncovering one's status in terms of vocational development is far more complicated than gathering the information necessary to make a match. Strategies for diagnosing vocationally immature behavior are involved and difficult to administer and interpret. Further, the vocational development tasks that individuals must accomplish vary widely depending upon the stage on the career development continuum that each individual has reached. In view of these limitations, the appeal of a "quick fix" promised by the matching strategy is apparent.

Assuming that one has in hand all relevant information about one's interests, aptitudes, etc., as well as knowledge of a range of potentially acceptable job choices, how does one actually make a choice? In response to this question, the materials reviewed here almost uniformly offer three "answers."

First, an individual must get a clear picture of his/her long-range and short-range vocational, personal, and social goals. Goal clarification is an essential part of the self-analysis process. Goals form the backdrop for the choice of an occupation. Choice is made in light of one's goals.

Second, the materials recommend the use of some type of job acceptance criteria. That is, the job seeker should evaluate each potential job choice in terms of factors such as salary and fringe benefits, opportunities for advancement, job security, location, type of working environment, etc. Just as the process of goal/values clarification relates to the assessment of individual traits, so this process of evaluating jobs is an extension of the process of occupational analysis.

Third, the materials suggest following a rational decision-making strategy for linking goals to job acceptance criteria. This strategy consists of the following series of steps:

1. Clarify the situation - define goals and values;
2. Search for alternatives - identify the possible choices that could be made;
3. Evaluate the alternatives - rank them in terms of meeting goals/values;
4. Select the best alternative;
5. Implement the choice;
6. Evaluate the choice - good decisions result in desired outcomes, poor decisions yield undesirable outcomes.

For younger decision makers, the resource materials encourage the adoption of this strategy by contrasting such characters as Playful Pete and Penny Planner with Hesitating Henry, Connie Complaint, and others. Older job seekers receive a rendition of this six-step model without the sugar coating.

Frequently, this six-step model is presented without careful explanation of the critical Step 4: "Select the best alternative." In effect, job seekers are told that the best choice is made by selecting the best alternative, rather circular reasoning. Precisely how does one select the best alternative?

Several resources address this question by offering more than the standard decision-making model. Some discuss strategies for reaching decisions under uncertainty, for example: (1) Wish strategy - choosing what you want regardless of risk; (2) Escape strategy - choosing to avoid failure; (3) Sage strategy - choosing the most probable success; (4) Combination strategy - choosing the most desirable and the most probable. Others suggest that alternatives be evaluated in terms of desirability (how

much the outcome is wanted), probability (the likelihood of an alternative resulting in an outcome), and risk (the possible loss entailed in the choice of an alternative).

In sum, the materials on this topic are characterized by the following features: (1) Occupational choice is viewed as a point-in-time action in which an individual's traits are matched with the characteristics of occupations, and (2) The act of decision making is portrayed as a logical series of steps requiring that decision makers clarify their values, specify their alternatives, rank their alternatives in terms of values, and choose accordingly.

INSTRUCTIONAL COMPONENTS: DECISION MAKING

This list of components includes those topics most frequently covered in the instructional materials evaluated in this area. An instructor may wish to use the list as a guide in developing his/her own course of study or as an aid in choosing among suitable materials already available.

1. **Explanation of the notion of occupational choice**

   Understanding career development
   Matching abilities, interests, etc., with job characteristics

2. **Setting long- and short-range goals**

   Understanding the role of values
   Strategies for establishing objectives

3. **Understanding the decision-making process**

   Using a decision-making model
   Examining and evaluating decision-making strategies
   Understanding risk-taking

BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS: DECISION MAKING

LEARNER RESOURCES

Basic Career Development (COAS Q294). (P, 2/3, R)

Career Decision Making (COAS Q394). (P, 2/3, R)

Career Guidance: A Key to Success. (P, 1, R)

Career Planning 4, Job Search 1: Skills, Careers, and Resumes. (P, 2/3, R)

Deciding. (P, 1/2, R)

Decisions and Outcomes. (P, 4, R)

Exploring Career Decision Making. (P, 1, R)

Finding a Job You Feel Good About. (P, 4, R)

Getting Hired: A Job Hunting Workbook for Montana Women. (P, 2/3, R)

Go for It: How to Get Your First Good Job. (P, 1/2, R)

Guide for Multidisciplinary Education. Vocational Information -- Career Planning. (P, 2, R)

How to Get a Job -- With "No Experience" or "Not Enough". (P, 4, R)

How to Get the Job That's Right for You: A Career Guide for the 80's. (P, 2/3, R)

Life Plan: A Practical Guide to Successful Career Planning. (P, 1, R)

Matching Job and Personal Characteristics. (P, 4, R)

My Bread and Butterflies Career Book. (P, 1, R/S)

Orchestrating Your Career. (P, 3, R)

The Quick Job-Hunting Map (Advanced Version). (P, 2/3, R)

Steps to Professional Employment. (P, 2, R)

The Three Boxes of Life. (P, 3, R)

20/20 Career Planning: How to Get a Job and Keep It. (P, 4, R)

Legend:

P = print material; NP = nonprint material; Kit = combination of print and nonprint material.

Instructional Level: 1 = secondary; 2 = postsecondary; 3 = adult; 4 = suitable for all populations.

Population Focus: R = intended for regular learners; S = intended for special needs learners; M = modifiable for special needs learners.

INSTRUCTIONAL GUIDES

Activity and Resource Guide for Career Development in the Junior and Senior High School. (P, 1, M)

Career Advising for Adults. (P, 4, R)

Career Awareness, Decision-Making and Job Seeking Skills. (P, 4, R)

Career Awareness/Exploration Curriculum Kit (Grades 9-12). (P, 1, M)

Career Education: A Mini-Course Curriculum Guide. (P, 1, R)

Career Exploration for Adults. (P, 3, R)

Coming Alive from Nine to Five: The Career Search Handbook. (P, 4, R)

Harrington-O'Shea Career Decision-Making System. (P, 4, R)

Janus Job Planner: Career Planning. (P, 1, S)

Jobs: Seeking, Finding, Keeping. (NP, 1/2, R)

Life Skills: Me and Jobs. (P, 1, R)

Practical Job Skills Series. (P, 1, R)

Succeeding in the World of Work (Filmstrips/Cassettes). (NP, 4, R)

Survival: In the World of Work. (P, 1, R)

Take Hold of Your Future: A Career Planning Guide. (P, 2/3, R)

Teacher's Guide (Modules 1-5) for the Job Survival Skills Curriculum. (P, 1, S)

Your Hidden Skills: Clues to Careers and Future Pursuits. (P, 2/3, R)

PROFESSIONAL RESOURCES

Broadening Career Options for Women.

Essential Aspects of Career Planning and Development (Second Edition).

Making Vocational Choices.

Theories of Career Development (Third Edition).

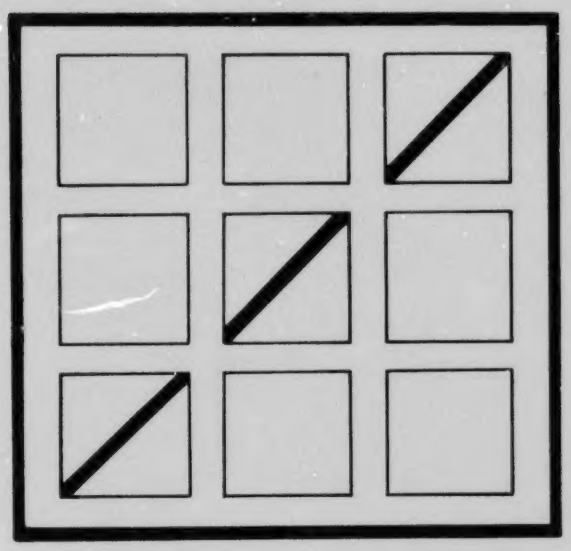
Legend:

P = print material; NP = nonprint material; Kit = combination of print and nonprint material.

Instructional Level: 1 = secondary; 2 = postsecondary; 3 = adult; 4 = suitable for all populations.

Population Focus: R = intended for regular learners; S = intended for special needs learners; M = modifiable for special needs learners.

II. Self Analysis



II. SELF ANALYSIS

The process of self analysis is probably one of the most overlooked phases of the job-seeking process and one of the most important. This phase requires the job seeker to take a realistic look at his/her strengths and weaknesses, interests, priorities, needs, values, experience and/or training. During this phase, the individual, often in cooperation with a training professional, forms a picture of him/herself which can then be matched with the information on the world of work gathered through the occupational analysis process. This information on self and the world of work is matched through the decision-making process described earlier.

The self-analysis process, however, is not a quick and easy procedure but one that requires integral involvement of the individual. The first step is to determine the types of information that need to be gathered -- what aspects or facets of the individual need to be examined. Information is usually gathered in the following areas: (a) strengths and abilities, sometimes called aptitudes, and weaknesses that the individual would bring to any job; (b) interests, things the job seeker likes to do, such as hobbies; (c) personal needs and wants, such as amount of pay, amount of supervision, status of job; (d) personal priorities and values, such as work environment, type of position; and (e) previous training and experience.

The second step involves determining the best method of obtaining each of these types of information. The most common of these methods includes commercially available interest, aptitude, and value clarification instruments, some of which can be self-administered and some which need to be administered by professionals. Often as effective, however, is involving the individual in a series of organized self-examination activities in which he/she systematically responds to questions in such areas as skills,

interests, and values. The third step is then compiling the information gathered into a format that can be easily used in making employment decisions.

Within the self-analysis process a few things are certain:

1. Although other people can help, the major burden of self analysis should be carried out by the job seeker. The role of the training professional is to train the individual in the actual self-analysis process and assist him/her at the various stages.

2. No one person or test can provide all of the answers and magically identify "the" job for any individual.

3. The self-analysis phase is a process that involves collecting a variety of information and creating the most complete picture possible of the individual.

4. The self-analysis process must go hand in hand with occupational analysis, or gathering information on the world of work. Information on the types of jobs available will determine to some extent the types of information the individual needs to gather on him/herself.

5. The more information the job seeker has on him/herself the better the match that can be made between the individual and the world of work.

Overview of Evaluated Instructional Materials

As with many of the employability skills areas, few of the instructional materials evaluated were devoted totally to the area of self analysis. One category of materials are paper and pencil tests designed to provide feedback to the job seeker on his/her interests, values, and abilities or aptitudes. These tests require the individual to respond to a series of subtests; a profile of the individual's abilities, interests, and values is then constructed. Often these instruments then match the individual's profile with categories or clusters of jobs. Obviously the effectiveness of such tests hinges upon: (a) how accurately a paper and pencil test can measure an individual's interests, values, and/or abilities; and (b) the comprehensiveness and appropriateness of the types or groups of

occupations to which the results are linked.

The second grouping of materials presents the self-analysis process as a component of the career-decision making or career-guidance process and stresses the importance of linking self analysis information with information on the world of work through an organized decision-making process. The third set of materials, however, places much less emphasis on the self-analysis process and treats it as only a small component of the job-seeking process.

INSTRUCTIONAL COMPONENTS: SELF ANALYSIS

This list of components includes those topics most frequently covered in the instructional materials evaluated in this area. An instructor may wish to use the list as a guide in developing his/her own course of study or as an aid in choosing among suitable materials already available.

1. **Understanding the self-analysis process**

   Deciding what information needs to be gathered

   Determining the available methods for gathering this information

   Deciding which methods are best to use in gathering this type of information -- matching the methods with the information to be gathered

2. **Gathering information**

   Determining strengths and abilities

   Determining personal needs and wants; i.e., amount of pay, status of job, etc.

   Determining personal priorities and values; i.e., work environment

   Compiling information gathered into a useable format -- a self profile

BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS: SELF ANALYSIS

LEARNER RESOURCES

Arizona Department of Economic Security Pamphlets. (P, 4, R)

Basic Career Development (COAS Q294). (P, 2/3, R)

Career Choice and Career Preparation. (P, 1, R)

Career Decision Making (COAS Q394). (P, 2/3, R)

Career Guidance: A Key to Success. (P, 1, R)

Career Planner: A Guide for Students with Disabilities. (P, 4, S)

Career Planning 4, Job Search 1: Skills, Careers, and Resumes. (P, 2/3, R)

Deciding. (P, 1/2, R)

Discover What You're Best At: The National Career Aptitude System and Career Directory. (P, 4, R)

Exploring Career Decision Making. (P, 1, R)

15 Tips on Writing Resumes. (P, 4, R)

Finding a Job. (P, 2/3, R)

Finding a Job You Feel Good About. (P, 4, R)

Finding Your First Job (Rev. Ed.). (P, 1, R)

Get a Job. (P, 2/3, R)

Get the Job You Want (Rev. Ed.). (P, 4, R)

Getting a Job in Today's Competitive Market. (P, 4, R)

Getting Hired: A Job Hunting Workbook for Montana Women. (P, 2/3, R)

Go for It: How to Get Your First Good Job. (P, 1/2, R)

A Guide for Multidisciplinary Education. Vocational Information -- Career Planning. (P, 2, R)

The Homemaker's Job Hunting Guide. (P, 3, R)

Legend:

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How to Find a Job: A Beginner's Handbook. (P, 4, R)

How to Get a Job: It's Your Move. (P, 4, R)

How to Get a Job -- With "No Experience" or "Not Enough". (P, 4, R)

How to Get the Job That's Right for You: A Career Guide for the 80's. (P, 2/3, R)

How to Write a Better Resume. (P, 2/3, R)

Indiana Division of Employment Security Pamphlets. (P, 4, R)

Job Finding Kit. (P, 4, R)

Job Power: The Young People's Job Finding Guide. (P, 1/2, R)

Job Search Tips for Women. (P, 2/3, R)

Life Plan: A Practical Guide to Successful Career Planning. (P, 1, R)

Matching Job and Personal Characteristics. (P, 4, R)

Merchandising Your Job Talents. (P, 4, R)

My Bread and Butterflies Career Book. (P, 1, R/S)

100 Careers: How to Pick the One That's Best for You. (P, 4, R)

Orchestrating Your Career. (P, 3, R)

The Perfect Resume. (P, 2/3, R)

Preparing for the Job Interview. (P, 1, S)

The Quick Job-Hunting Map (Advanced Version). (P, 2/3, R)

Resumes for Hard Times. (P, 2/3, R)

Seven Steps to Employment. (P, 4, R)

Steps to Professional Employment. (P, 2, R)

Successful Transitions: A Guide Through the Employment Process. (P, 4, R)

Test Your Own Job Aptitude. (P, 4, R)

The Three Boxes of Life. (P, 3, R)

Training for Life: A Practical Guide to Career and Life Planning. (P, 3, R)

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20/20 Career Planning: How to Get a Job and Keep It. (P, 4, R)

What Color Is Your Parachute? (P, 4, R)

Who's Hiring Who. (P, 2/3, R)

The Women's Guide to Re-entry Employment. (P, 3, R)

You're Hired! The Best Way to Find and Land a More Satisfying Job. (P, 4, R)

INSTRUCTIONAL GUIDES

Activity and Resource Guide for Career Development in the Junior and Senior High School. (P, 1, M)

CARE Kit: Combining Activities with Real Experiences (Rev. Ed.). (Kit, 1, R/S)

Career Advising for Adults. (P, 4, R)

Career Awareness, Decision-Making, and Job Seeking Skills. (P, 4, R)

Career Awareness/Exploration Curriculum Kit (Grades 9-12). (P, 1, M)

Career Education. A Mini-Course Curriculum Guide. (P, 1, R)

Career Exploration for Adults. (P, 3, R)

Coming Alive from Nine to Five: The Career Search Handbook. (P, 4, R)

Employability Skills: Competency-Based Vocational Education. (P, 4, R/S)

Employability Skills for the Special Needs Learner. (P, 1, S)

Employability Skills Workshop Packet. (P, 3, R/S)

Entering the World of Work. (P, 1, S)

Finding a Job Series. (NP, 1, S)

Get Hired! 13 Ways to Get a Job. (P, 1, S)

Harrington-O'Shea Career Decision-Making System. (P, 1/3, R)

How to Get a Job. (P, 4, S)

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How to Sell Yourself: The Job-Seekers' Bible. (P, 4, R)

Individualized Related Instruction for Succeeding in the World of Work. (P, 1/2, M)

Janus Job Planner: Career Planning. (P, 1, S)

Job Application and Interview. (P, 1, R)

Job Hunting in the 1980's: Skills for Success. (NP, 1/2, R)

Job Readiness Training Curriculum. (P, 4, R/S)

Job Seeking Skills. (P, 1, R)

Job Seeking Skills: A Curriculum and Guide. (P, 4, R/S)

Jobs: Seeking, Finding, Keeping. (NP, 1/2, R)

The Job World. (Kit, 1/2, M)

Life Skills: Me and Jobs. (P, 1, R)

Practical Job Skills Series. (P, 1, R)

RACC/TRAC. The Working Class--A Competency Based Course in Job-Seeking Skills. (P, 2/3, R)

Succeeding in the World of Work. (P, 1, R)

Succeeding in the World of Work (Filmstrips/Cassettes). (NP, 4, R)

Survival: In the World of Work. (P, 1, R)

Take Hold of Your Future: A Career Planning Guide. (P, 2/3, R)

Taking Charge. (Kit, 1, M)

Teacher's Guide (Modules 1-5) for the Job Survival Skills Curriculum. (P, 1, S)

The Work Book: Getting the Job You Want. (P, 4, R)

Your Hidden Skills: Clues to Careers and Future Pursuits. (P, 2/3, R)

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PROFESSIONAL RESOURCES

Broadening Career Options For Women.

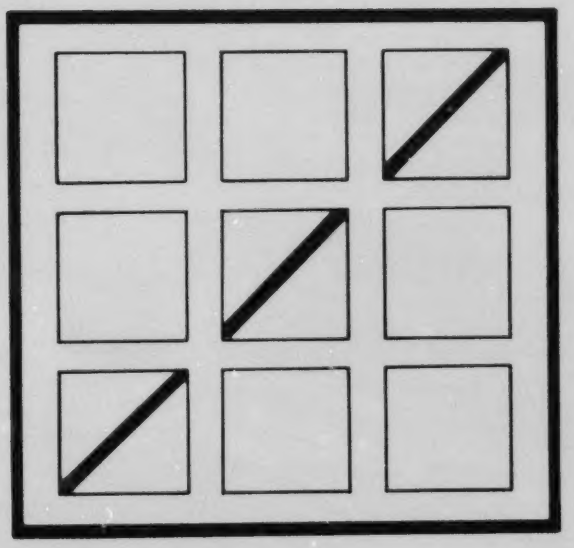
A Counselor's Guide to Vocational Guidance Instruments.

Essential Aspects of Career Planning and Development (Second Edition).

Making Vocational Choices.

A User's Guide to Selected Published Tests in Career Education and Career Guidance.

III. Occupational Analysis



III. OCCUPATIONAL ANALYSIS

When a job seeker has completed a thorough self analysis he/she is only halfway home on the road to finding employment. The next logical step in the job-seeking process is occupational analysis which encompasses three distinct, though interrelated, types of activities: (1) fact-gathering, (2) exploring jobs in view of personal characteristics, and (3) understanding the behavior of labor markets.

Fact-gathering means literally just that: Gathering facts about jobs and/or careers of potential interest to the job seeker. Specific information is sought on aspects such as the exact nature of the work involved, qualifications, the need for training or apprenticeship, employment demand salaries, location of employment, opportunities for advancement, career ladders, and the like.

However, this data will have little meaning to the individual job seeker unless he/she is able to relate it to his/her personal abilities, goals, and career plans. Thus, an individual must be taught to explore the characteristics of jobs in view of the outcomes of his/her self analysis. For job seekers of all ages this is a process of reality testing where answers are sought to the following kinds of questions: Is the job that I have in mind realistic in view of my abilities?, Can I afford (both in terms of money and time) the training or education that I need to get this kind of job?, Given a profile of my abilities and goals, with what kind of job would I be satisfied? Thus, occupational anaylsis and self analysis are thoroughly intertwined.

Finally, job seekers must be made aware of how their choices of job and/or career are affected by prevailing labor market conditions. They must learn how factors such as worker mobility, population growth, discrimination, labor supply, and worker productivity impact their chances for obtaining employment. Likewise, they must be taught that trends, such as the current emphases on high technology and computer applications in the workforce, can have a marked effect on job prospects.

Overview of Evaluated Instructional Materials

Almost all of the materials provide means for fact-gathering and exploring jobs in view of an individual's personal characteristics. Among the printed sources of job information, the Occupational Outlook Handbook and The Dictionary of Occupational Titles are most frequently cited. A variety of devices are suggested for linking personal abilities and goals to job characteristics. Many sources use exploratory tools based on John Holland's work in matching job environments to personality traits. Others suggest the use of job-shadowing techniques, the informational interview, and sharing information about jobs and self in a job cooperative approach.

References to careful analysis of prevailing labor market conditions are fewer and usually based on a review of printed information as is found in the Occupational Outlook Handbook. In general, employability skill materials prepared for special populations, particularly displaced homemakers and handicapped individuals, pay more attention to the impact of labor market conditions on employment opportunities.

INSTRUCTIONAL COMPONENTS: OCCUPATIONAL ANALYSIS

This list of components includes those topics most frequently covered in the instructional materials evaluated in this area. An instructor may wish to use the list as a guide in developing his/her own course of study or as an aid in choosing among suitable materials already available.

1. **Everything you should know about an occupation**

   Major job duties and requirements

   Education and training requirements

   Working conditions and environment

   Potential for advancement

   Average earnings

   Career cluster and related occupations

   Employment outlook

2. **Researching the job**

   Using print resources

   The Dictionary of Occupational Titles

   Occupational Outlook Handbook

   Occupational File of Facts

   Career analysis materials

   Job shadowing

   Informational interviewing

   Letters of inquiry

3. **The job connection: Matching personal traits and skills to job characteristics**

BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS: OCCUPATIONAL ANALYSIS

LEARNER RESOURCES

Basic Career Development (COAS Q294). (P, 2/3, R)

Career Choice and Career Preparation. (P, 1, R)

Career Decision Making (COAS Q394). (P, 2/3, R)

Career Guidance: A Key to Success. (P, 1, R)

Career Planner: A Guide for Students with Disabilities. (P, 4, S)

Career Planning 4, Job Search 1: Skills, Careers, and Resumes. (P, 2/3, R)

The Complete Job Book. (P, 2/3, R)

The Dictionary of Occupational Titles. (P, 4, R)

Discover What You're Best At: The National Career Aptitude System and Career Directory. (P, 4, R)

Elementary Dictionary of Occupational Titles. (P, 1, R)

Exploring Career Decision Making. (P, 1, R)

Finding a Job You Feel Good About. (P, 4, R)

Finding Your First Job (Rev. Ed.). (P, 1, R)

Getting a Job in Today's Competitive Market. (P, 4, R)

Getting Hired: A Job Hunting Workbook for Montana Women (P, 2/3, R)

Go for It: How to Get Your First Good Job. (P, 1/2, R)

A Guide for Multidisciplinary Education. Vocational Information -- Career Planning. (P, 2, R)

The Homemaker's Job Hunting Guide. (P, 3, R)

How to Find a Job: A Beginner's Handbook. (P, 4, R)

How to Get a Job -- With "No Experience" or "Not Enough". (P, 4, R)

How to Write Better Resumes. (P, 2/3, R)

Job Power: The Young People's Job Finding Guide. (P, 1/2, R)

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Job Search Tips for Women. (P, 2/3, R)

Life Plan: A Practical Guide to Successful Career Planning. (P, 1, R)

Matching Job and Personal Characteristics. (P, 4, R)

My Bread and Butterflies Career Book. (P, 1, R/S)

Occupational File of Facts. (P, 4, R/S)

Occupational Outlook Handbook. (P, 2/3, R)

100 Careers: How to Pick the One That's Best for You. (P, 4, R)

Orchestrating Your Career. (P, 3, R)

Steps to Professional Employment. (P, 2, R)

Test Your Own Job Aptitude. (P, 4, R)

The Three Boxes of Life. (P, 3, R)

Training for Life: A Practical Guide to Career and Life Planning. (P, 3, R)

What Color Is Your Parachute? (P, 4, R)

The Women's Guide to Re-entry Employment. (P, 3, R)

Working. (P, 2/3, R)

You're Hired! The Best Way to Find and Land a More Satisfying Job. (P, 4, R)

INSTRUCTIONAL GUIDES

Activity and Resource Guide for Career Development in the Junior and Senior High School. (P, 1, M)

CARE Kit: Combining Activities with Real Experiences (Rev. Ed.). (Kit, 1, R/S)

Career Advising for Adults. (P, 4, R)

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Career Education: A Mini-Course Curriculum Guide. (P, 1, R)

Career Exploration for Adults. (P, 3, R)

Coming Alive from Nine to Five: The Career Search Handbook. (P, 4, R)

Employability Skills: Competency-Based Vocational Education. (P, 4, R/S)

Employability Skills for the Special Needs Learner. (P, 1, S)

Entering the World of Work. (P, 1, S)

Get Hired! 13 Ways to Get a Job. (P, 1, S)

How to Get a Job. (P, 4, S)

Individualized Related Instruction for Succeeding in the World of Work. (P, 1/2, M)

Janus Job Planner: Career Planning. (P, 1, S)

Job Application and Interview. (P, 1, R)

The Job Box. (P, 1/3, S)

Job Hunting in the 1980's: Skills for Success. (NP, 1/2, R)

Job Readiness Training Curriculum. (P, 4, R/S)

The Job World. (Kit, 1/2, M)

Jobs: Seeking, Finding, Keeping. (NP, 1/2, R)

Life Skills: Me and Jobs. (P, 1, R)

Practical Job Skills Series. (P, 1, R)

Succeeding in the World of Work. (P, 1, R)

Succeeding in the World of Work (Filmstrips/Cassettes). (NP, 4, R)

Survival: In the World of Work. (P, 1, R)

Take Hold of Your Future: A Career Planning Guide. (P, 2/3, R)

Teacher's Guide (Modules 1-5) for the Job Survival Skills Curriculum. (P, 1, S)

Your Hidden Skills: Clues to Careers and Future Pursuits. (P, 2/3, R)

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PROFESSIONAL RESOURCES

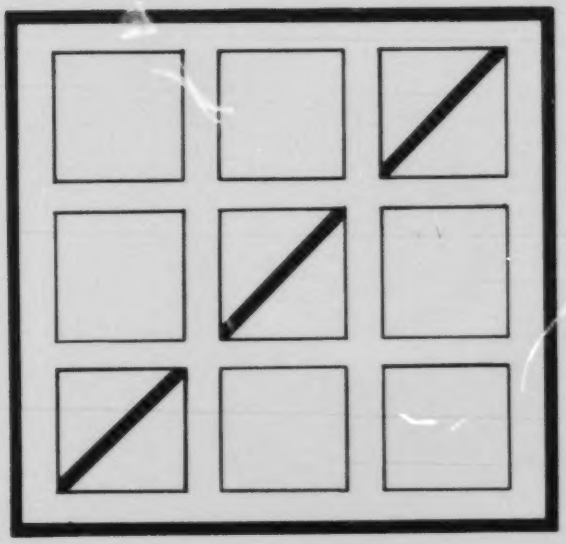
Broadening Career Options for Women.

Essential Aspects of Career Planning and Development (Second Edition).

A Guide to Free Guidance Materials.

Making Vocational Choices.

IV. Job-Seeking Process



IV. THE JOB-SEEKING PROCESS

Finding and getting a job can be a frustrating and often discouraging task. Locating job leads, getting the necessary personal records in order, writing resumes, filling out application forms, and going for job interviews can overwhelm the new and the experienced worker alike. Job seekers who cannot systematically approach and efficiently execute these steps in the job-seeking process are at a great disadvantage. Regardless of an individual's qualifications for the job, he/she is likely to remain unemployed for a longer period of time if his/her qualifications are not effectively brought to the employer's attention.

Because of the importance of job-seeking skills and the wealth of instructional materials focusing on this topic, this section treats each step in the job-seeking process separately. A "mini" chapter is provided on each of the following steps:

A. **Resource Network (p. IV-3) - building a network of contacts to secure job leads.** Discusses the necessary steps to take in opening the doors to the "hidden" job market, where it is estimated more than 85 percent of available jobs exist.

B. **Credential Preparation (p. IV-13) - obtaining and organizing employment-related documents.** Explores the benefits of early organization of documents such as the social security card, driver's license, birth certificate, work permit, and school and work records.

C. **Resume Design (p. IV-19) - developing an effective, eye-catching resume.** Discusses the different resume formats and their advantages in bringing the applicant's qualifications to the employer's attention.

D. **Application Forms and Procedures (p. IV-29) - obtaining, completing, and submitting the application form.** Identifies procedures for filling out application forms and explains the importance of making a good impression on the employer.

E. **Interviewing Procedures (p. IV-39) - preparing for, handling, and following up the job interview.** Discusses the importance of preparing for the interview and following accepted guidelines for behavior during and after the actual interview.

Not all job seekers will follow the steps in this order, and several steps may be executed concurrently. However, each step is sufficiently important to warrant separate instruction. Very few of the materials reviewed for this handbook focus solely on the resource network or credential preparation. Quite a few deal only with resume design, application forms and procedures, or interviewing procedures. However, the majority of instructional materials cover all or most of these topics.

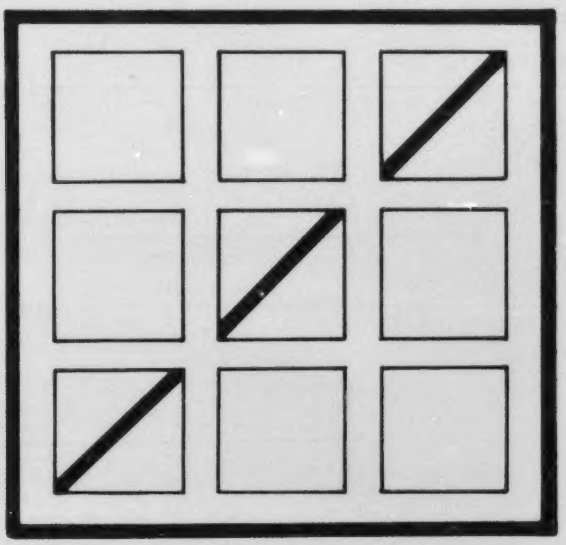
Each "mini" chapter in this section follows the same format as the previous longer chapters:

1. Definition of the topic and rationale for instruction.
2. Overview of instructional materials on the topic.
3. List of instructional components in the area.
4. Alphabetized list of materials covering the topic.

It is suggested that the user read the discussions, examine the lists of components and materials, then turn to the annotated bibliography for a full description of those materials of interest. In this manner, users will become better equipped to choose the materials that meet their instructional needs.

IV. Job-Seeking Process

A. Resource Network



A. RESOURCE NETWORK

It is estimated that only 15 percent of all job openings are advertised in newspapers and journals or listed with state and private employment agencies. Statistics produced by the U.S. Department of Labor indicate that only one out of four job seekers using these traditional methods finds employment and that most job seekers in today's market rely solely on classified ads and employment agencies to find out about jobs.

If a job is obtained, more credence is given to luck and coincidence factors in finding employment than to the acknowledgment that job seeking is in itself a full-time job which requires initiative and hard work. The behind-the-scenes "good old boy" system of contacts, the "it's who you know" philosophy, or the good fortune of "being in the right place at the right time" has been grudgingly accepted as the only real way to obtain a job, particularly if the position has not been traditionally advertised.

Since 85 percent of available jobs remain undisclosed in what has come to be called the "hidden job market," it seems inevitable that job seekers would have to change tactics. What has emerged is a job-seeking strategy coined "networking" which is, in effect, a merger of the traditional and nontraditional methods of seeking employment.

While employment agencies and classified ads are components of the employment network system, the doors to the hidden job market have been opened to include the following, often ignored, job resources with increasing success: personal contacts; the entire newspaper (not only the classified ads); informational interviews with employers, employees, and personnel directors of businesses with potential employment; community resources; and the valuable services of the public library.

Building an employment resource network requires a conscious and assertive effort to make meaningful employment contacts which may eventually lead to a job offer. Luck and coincidence are replaced with an organized, persistent tapping of the wide variety of resources mentioned above, a multi-faceted communication of specific job needs and job qualifications, and a management system to record each aspect of the procedure.

Overview of Evaluated Instructional Materials

The abundance of "how to find a job" materials which have recently flooded the market give evidence that building a resource network has achieved equal status with other major job-seeking steps such as developing a resume, completing application forms, and handling the job interview. Entire sections of these materials emphasize the viability of this strategy and offer relevant exercises which not only allow the job seeker to begin establishing a personal resource file but also provide practice in developing the communication and organizational skills necessary for successful networking.

Common exercises include practice in: using the telephone, writing the request letter, informational interviewing, specific and tactful communication, and developing a record-keeping system. These skills are invaluable in establishing job contacts and cannot help but facilitate the subsequent steps in the job-seeking process.

INSTRUCTIONAL COMPONENTS: RESOURCE NETWORK

This list of components includes those topics most frequently covered in the instructional materials evaluated in this area. An instructor may wish to use the list as a guide in developing his/her own course of study or as an aid in choosing among suitable materials already available.

1. **Introduction to and definition of networking**

   What is networking?
   Why use a resource network?

2. **The resource network: Making employment contacts**

   Personal contacts
   - a. family
   - b. friends
   - c. neighbors
   - d. teachers
   - e. counselors
   - f. ex-employers

   Employment agencies
   - a. public agencies
   - b. private agencies

   Community Resources
   - a. volunteer agencies
   - b. churches
   - c. unions
   - d. professional or trade organizations
   - e. chambers of commerce

   Using the newspaper
   - a. classified ads
   - b. self-advertisement
   - c. business and employment-related articles

   Personal contacts to potential business
   - a. informational interviewing of employers and employees
   - b. personnel officers

   Library Resources
   - a. local and out-of-town newspapers
   - b. professional and trade journals
   - c. job-search materials
   - d. phone books
   - e. information on job-training and apprenticeship programs

3. **The do's and don'ts of networking**

   Using the telephone
   Writing the contact letter
   Face-to-face contacts
   Making specific requests
   Network diplomacy

4. **Record-keeping for networking**

   Written records
   Follow-up of contacts

LEARNER RESOURCES

Arizona Department of Economic Security Pamphlets. (P, 4, R)

Career Planning 5, Job Search 2: Letters, Strategies, and Interviews. (P, 2/3, R)

The Complete Job Book. (P, 2/3, R)

Dicie and Mylo Get Their Jobs. (P, 1, R/S)

Employability Skills Mini-Course. (P, 1/3, M)

Exploring Career Decision Making. (P, 1, R)

Finding a Job. (P, 2/3, R)

Finding Your First Job. (Rev. Ed.) (P, 1, R)

Get a Job. (P, 2/3, R).

Getting a Job in Today's Competitive Market. (P, 4, R)

Getting and Holding a Job. (P, 4, R/S)

Getting Hired: A Job Hunting Workbook for Montana Women. (P, 2/3, R)

Go for It: How to Get Your First Good Job. (P, 1/2, R)

A Guide for Multidisciplinary Education. Vocational Information -- Career Planning. (P, 2, R)

Handbook of Employment Skills for Displaced Homemakers. (P, 3, R)

Help for Job Hunters. (P, 4, R)

The Homemaker's Job-Hunting Guide. (P, 3, R)

How to Find a Job: A Beginner's Handbook. (P, 4, R)

How to Get a Job: It's Your Move. (P, 4, R)

How to Get a Job -- With "No Experience" or "Not Enough". (P, 4, R)

How to Get the Job That's Right for You: A Career Guide for the 80's. (P, 2/3, R)

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How to Write a Better Resume. (P, 2/3, R)

I Want a Job. (P, 1, S)

Job Finding Kit. (P, 4, R)

Job Hunting Secrets and Tactics. (P, 2/3, R)

Job Hunting Tactics Series. (P, 4, R)

Job Power: The Young People's Job Finding Guide. (P, 1/2, R)

Job Search Tips for Women. (P, 2/3, R)

Jobs in the Real World: The Student Job Search Handbook. (P, 1, R)

Life Plan: A Practical Guide to Successful Career Planning. (P, 1, R)

Life Skills: Attitudes on the Job. (P, 1/3, S)

Martin's Magic Formula for Getting the Right Job. (P, 3, R)

Merchandising Your Job Talents. (P, 4, R)

Orchestrating Your Career. (P, 3, R)

The Perfect Resume. (P, 2/3, R)

Preparing for the Job Interview. (P, 1, S)

Resumes for Hard Times. (P, 2/3, R)

Resumes That Get Jobs. (P, 2/3, R)

Seven Steps to Employment. (P, 4, R)

Steps to Professional Employment. (P, 2, R)

Successful Transitions: A Guide Through the Employment Process. (P, 4, R)

The Three Boxes of Life. (P, 3, R)

Training for Life: A Practical Guide to Career and Life Planning. (P, 3, R)

20/20 Career Planning: How to Get a Job and Keep It. (P, 4, R)

What Color Is Your Parachute? (P, 4, R)

Who's Hiring Who. (P, 2/3, R)

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The Women's Guide to Re-entry Employment. (P, 3, R)

Your Job -- Where to Find It, How to Get It. (P, 2/3, R)

Your Resume: Key to a Better Job. (P, 2/3, R)

You're Hired! The Best Way to Find and Land a More Satisfying Job. (P, 4, R)

INSTRUCTIONAL GUIDES

CARE Kit: Combining Activities with Real Experiences (Rev. Ed.). (Kit, 1, R/S)

Career Advising for Adults. (P, 4, R)

Career Awareness, Decision-Making, and Job Seeking Skills. (P, 4, R)

Career Awareness/Exploration Curriculum Kit (Grades 9-12). (P, 1, M)

Career Education: A Mini-Course Curriculum Guide. (P, 1, R)

Career Exploration for Adults. (P, 3, R)

Charles Lives and Works. (P, 1, R)

Coming Alive from Nine to Five: The Career Search Handbook. (P, 4, R)

Communication Skills for Succeeding in the World of Work. (NP, 4, R/S)

A Curriculum Guide for Pre-employment Skills. (P, 4, M)

Economic and Societal Factors Occupational Investigation Guide. (P, 4, M)

Employability Skills: Competency-Based Vocational Education. (P, 4, R/S)

Employability Skills for the Special Needs Learner. (P, 1, S)

Employability Skills Workshop Packet. (P, 3, R/S)

Entering the World of Work. (P, 1, S)

Entering the World of Work (Filmstrips/Cassettes). (NP, 1, S)

Finding a Job Series. (NP, 1, S)

Legend

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Instructional Level: 1 = secondary; 2 = postsecondary; 3 = adult; 4 = suitable for all populations.

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Finding a Job: Want Ads and Employment Agencies (English for Living Series). (P, [illegible], S)

First Jobs. (NP, 1, R/S)

Get Hired! 13 Ways to Get a Job. (P, 1, S)

How to Get a Job. (P, 4, S)

How to Sell Yourself: The Job-Seekers' Bible. (P, 4, R)

Individualized Related Instruction for Succeeding in the World of Work. (P, 1/2, M)

Job Club Counselor's Manual. (P, 3, M)

Job Entry and Adjustment Series. (P, 1, R/S)

Job Hunting in the 1980's: Skills for Success. (NP, 1/2, R)

Job Readiness Training Curriculum. (P, 4, R/S)

Job Seeking Skills. (P, 1, R)

Job Seeking Skills: A Curriculum and Guide. (P, 4, R/S)

The Job World. (Kit, 1/2, M)

Jobs: Seeking, Finding, Keeping. (NP, 1/2, R)

Life Skills: Me and Jobs. (P, 1, R)

Making It Work. (NP, 4, R)

Practical Job Skills Series. (Kit, 1, R)

RACC/TRAC. The Working Class--A Competency Based Course in Job-Seeking Skills. (P, 2/3, R)

Succeeding in the World of Work. (P, 1, R)

Succeeding in the World of Work (Filmstrips/Cassettes). (NP, 4, R)

Survival: In the World of Work. (P, 1, R)

Survival Skills for the Real World. (P, 1, R)

Take Hold of Your Future: A Career Planning Guide. (P, 2/3, R)

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Teacher's Guide (Modules 1-5) for the Job Survival Skills Curriculum. (P, 1, S)

The Work Book: Getting the Job You Want. (P, 4, R)

Your Job Search. (P, 4, R)

PROFESSIONAL RESOURCES

Essential Aspects of Career Planning and Development (Second Edition).

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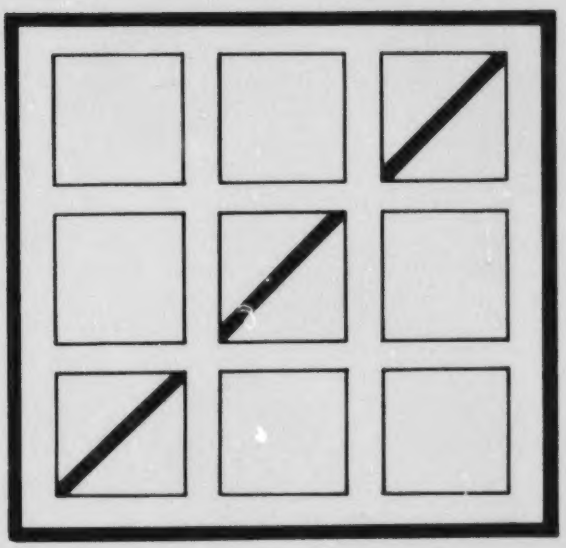
IV. Job-Seeking Process

B. Credential Preparation



B. CREDENTIAL PREPARATION

Using a network of contacts to locate job sources is only the first step in a successful job search. In order to get the job, the applicant will usually need to develop an eye-catching resume, accurately complete application forms, and present him/herself in the best possible light during a personal interview. Frequently, the information called for in resumes, applications, and even interviews overlaps. Thus, subsequent steps can be accomplished more easily and effectively if the applicant first organizes all necessary information and credentials.

Employment credentials a job seeker will need to complete this task might include one or more of the following:

- Social security card
- Driver's license
- Birth certificate
- Work permit
- Diplomas and school records
- Health certificate
- Military records
- Professional or trade licenses or certificates

Of course, every applicant will not need all these items, but an early effort to determine those which will be needed is essential. Some items, such as the driver's license and diplomas, will probably be on hand already. Others will require a letter of request or completed application form to obtain.

Once all necessary credentials have been obtained, they should be organized in an easily usable format. This usually involves transferring

vital information from each item to a single data sheet and storing the credentials together in a transportable file.

Overview of Evaluated Instructional Materials

While a small step in the job-seeking process, credential preparation is important because it impacts on subsequent steps. Few instructional resources focus on this aspect alone or devote major space to its discussion. This topic is generally embedded in a treatment of resume writing or completing the application form.

Those materials dealing with credential preparation commonly present two types of activities to equip job seekers with skills in this area. The first is a discussion of the types of credentials which may be needed in a job search. Practice is usually provided in correctly completing application forms and writing letters of request to obtain the items. Social security cards, work permits, and birth certificates are the most commonly used examples.

The second activity involves practice in compiling a personal data sheet which organizes the pertinent information from all sources in a central location. The format of the data sheet may vary from several narrative pages to a small index card to be carried in the applicant's wallet or purse.

Frequently, completion of the personal data sheet serves as an introduction to subsequent activities where the job seekers are taught to use the data sheet to develop resumes, complete application forms, and as a resource during the job interview.

INSTRUCTIONAL COMPONENTS: CREDENTIAL PREPARATION

This list of components includes those topics most frequently covered in the instructional materials evaluated in this area. An instructor may wish to use the list as a guide in developing his/her own course of study or as an aid in choosing among suitable materials already available.

1. **What are employment credentials?**

   Social secruity card
   Birth certificate
   Work permit
   Military records
   Diplomas and school records
   Health certificates
   Driver's license

2. **The importance of preparing a credential file**

   As proof of employment qualifications
   As an aid in completing application form
   As an aid in developing a resume

3. **Applying for specific credentials**

   Locating application forms
   Completing forms neatly and correctly

4. **The importance of maintaining an up-to-date file**

BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS: CREDENTIAL PREPARATION

LEARNER RESOURCES

Employability Skills Mini-Course. (P, 1/3, M)

Exploring Career Decision Making. (P, 1, R)

Finding Your First Job. (Rev. Ed.) (P, 1, R)

Getting and Holding a Job. (P, 4, R/S)

I Want a Job. (P, 1, S)

Life Skills: Attitudes on the Job. (P, 1/3, S)

Preparing for the Job Interview. (P, 1, S)

Resumes That Get Jobs. (P, 2/3, R)

INSTRUCTIONAL GUIDES

Applying for a Job. (P, 4, M)

CARE Kit: Combining Activities with Real Experiences (Rev. Ed.). (Kit, 1, R/S)

Career Education: A Mini-Course Curriculum Guide. (P, 1, R)

Charles Lives and Works. (P, 1, R)

A Curriculum Guide for Pre-employment Skills. (P, 4, M)

Employability Skills: Competency-Based Vocational Education. (P, 4, R/S)

Employability Skills Workshop Packet. (P, 3, R/S)

Entering the World of Work. (P, 1, S)

Entering the World of Work (Filmstrips/Cassettes). (NP, 1, S)

First Jobs. (NP, 1, R/S)

How to Get a Job. (P, 4, S)

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Job Entry and Adjustment Series. (P, 1, R/S)

Jobs: Seeking, Finding, Keeping. (NP, 1/2, R)

My Job Application File. (P, 1, S)

Practical Job Skills Series. (Kit, 1, R)

RACC/TRAC. The Working Class--A Competency Based Course in Job-Seeking Skills. (P, 2/3, R)

Succeeding in the World of Work. (P, 1, R)

Succeeding in the World of Work (Filmstrips/Cassettes). (NP, 4, R)

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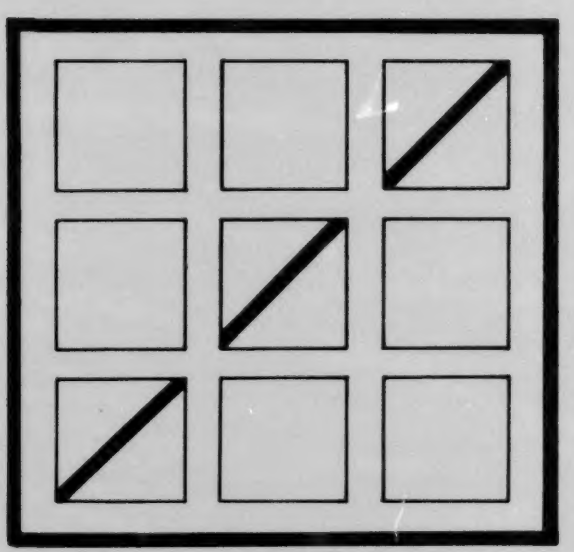
IV. Job-Seeking Process

C. Resume Design



C. RESUME DESIGN

It is rare today when applicants do not face stiff competition for the job being sought. Frequently, employers are overwhelmed with hundreds of applications for the few jobs they have available. Many of the applicants may be fully and equally qualified, making the employer's tasks of narrowing the field of candidates a hard one. To accomplish this task, the employer must use screening procedures to separate the most promising applicants from the others. Most often, the resume serves this purpose, summarizing for the reader the applicant's most important and unique qualifications. A well-constructed, eye-catching resume may, then, be the applicant's most effective tool in improving his/her chances for getting the job.

Resumes can take many forms but they generally contain similar basic information. Broad categories of information usually include: 1) **Personal Data**, a listing of name, address, telephone number, etc.; 2) **Job Objective**, a description of the type of position being sought; 3) **Education**, a list of degrees or diplomas earned as well as additional training the applicant may have; 4) **Experience**, a description of paid and unpaid positions the applicant has held in the past; 5) **Skills and Accomplishments**, an inventory of the applicant's relevant qualifications; and 6) **References**, a list of names and addresses of individuals who may be contacted regarding the applicant's qualifications. A more specific list of items which can be included in these categories can be found in section IV.D. of the handbook, Application Forms and Procedures.

Basically, there are two types of resume formats. The first, **Chronological**, presents the applicant's personal and work history arranged in reverse time sequence. The second, **Functional**, highlights the applicant's skills and abilities relevant to the specific job being sought. Each format has advantages and disadvantages and, of course, there are many variations and combinations of the two. Some individuals even advocate the use of a "qualifications brief" instead of a resume, although this could be regarded as just another form of a functional resume. An applicant must determine which format communicates his/her qualifications in the best possible light for a particular position.

There is general agreement that the length of the resume should not exceed one to two pages and that an impressive, brief cover letter accompany the resume.

Overview of Evaluated Instructional Materials

Instructional materials on writing resumes are abundant. Some are geared to the unskilled, inexperienced worker, some focus on the needs of professional applicants, and some cover the entire range of job seekers. Many of these materials are of the self-help variety, available in any bookstore and designed for individual use. Many others are curriculum materials for use in the classroom or in counseling. Some materials focus on only one resume format and treat this format in great detail. Others discuss the advantages and disadvantages of several formats and provide instruction in each. The most useful resources discuss the purpose and importance of resumes, lead the job seeker through a self-inventory process to identify personal information for the resume, provide practice in developing resumes using the different formats and in constructing appropriate cover letters, and provide a variety of sample resumes and cover

letters for the user's reference. The most effective materials cover all of these areas and provide activities and worksheets to guide the user through each step. The self-inventory step is a time consuming but important endeavor. Its completion greatly simplifies the task of actually writing the resume and is also valuable in completing application forms and successfully handling the job interview.

INSTRUCTIONAL COMPONENTS: RESUME DESIGN

This list of components includes those topics most frequently covered in the instructional materials evaluated in this area. An instructor may wish to use the list as a guide in developing his/her own course of study or as an aid in choosing among suitable materials already available.

1. **What is a resume?**

   Purpose
   Components of a resume
   Use of the resume

2. **Personal data sheets: Personal information gathering and recording**

   Name, address, phone number
   Education and training
   Paid and unpaid work experience
   Military experience
   Hobbies and avocations
   Honors, awards, professional societies, affiliations
   References
   Job objective

3. **Self-inventory based on training and experience**

   Skills analysis
   Accomplishments assessment

4. **Types of resumes: Pros and cons of each format**

   Chronological
   Functional
   Combination

5. **Design, style, and layout of a resume**

   Length
   Print type
   Accurateness and neatness
   Language
   General do's and don'ts of resume writing: the most common mistakes

6. **What is a cover letter?**

   Purpose
   Contents

7. **Follow-up to submission of a resume**

BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS: RESUME DESIGN

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Arizona Department of Economic Security Pamphlets. (P, 4, R)

Career Guidance: A Key to Success. (P, 1, R)

Career Planning 4, Job Search 1: Skills, Careers, and Resumes. (P, 2/3, R)

The Complete Job Book. (P, 2/3, R)

Dicie and Mylo Get Their Jobs. (P, 1, R/S)

Employability Skills Mini-Course. (P, 1/3, M)

Exploring Career Decision Making. (P, 1, R)

15 Tips on Writing Resumes. (P, 4, R)

Finding a Job. (P, 2/3, R)

Finding Your First Job. (Rev. Ed.). (P, 1, R)

Get a Job. (P, 2/3, R)

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Getting a Job in Today's Competitive Market. (P, 4, R)

Getting Hired: A Job Hunting Workbook for Montana Women. (P, 2/3, R)

Go for It: How to Get Your First Good Job. (P, 1/2, R)

A Guide for Multidisciplinary Education. Vocational Information -- Career Planning. (P, 2, R)

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The Homemaker's Job-Hunting Guide. (P, 3, R)

How to Find a Job: A Beginner's Handbook. (P, 4, R)

How to Get a Job: It's Your Move. (P, 4, R)

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How to Get the Job That's Right for You: A Career Guide for the 80's. (P, 2/3, R)

How to Write Better Resumes. (P, 2/3, R)

Indiana Division of Employment Security Pamphlets. (P, 4, R)

Job Finding Kit. (P, 4, R)

Job Hunting Secrets and Tactics. (P, 2/3, R)

Job Hunting Tactics Series. (P, 4, R)

Job Power: The Young People's Job Finding Guide. (P, 1/2, R)

Job Resumes. (P, 2/3, R)

Job Search Tips for Women. (P, 2/3, R)

Jobs in the Real World: The Student Job-Search Handbook. (P, 1, R)

Life Plan: A Practical Guide to Successful Career Planning. (P, 1, R)

Martin's Magic Formula for Getting the Right Job. (P, 3, R)

Merchandising Your Job Talents. (P, 4, R)

The Perfect Resume. (P, 2/3, R)

The Resume Builder. (P, 2/3, R)

Resumes for Hard Times. (P, 2/3, R)

Resumes: The Nitty Gritty. (P, 2/3, R)

Seven Steps to Employment. (P, 4, R)

Steps to Professional Employment. (P, 2, R)

Steps to Success Series. (P, 4, R)

Successful Interviewing: A Practical Guide for the Applicant and Interviewer. (P, 2/3, R)

Successful Transitions: A Guide Through the Employment Process. (P, 4, R)

Tea Leaves: A New Look at Resumes. (P, 2/3, R)

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20/20 Career Planning: How to Get a Job and Keep It. (P, 4, R)

Who's Hiring Who. (P, 2/3, R)

The Women's Guide to Re-entry Employment. (P, 3, R)

Your Job -- Where to Find It, How to Get It. (P, 2/3, R)

Your Resume: Key to a Better Job. (P, 2/3, R)

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Career Education: A Mini-Course Curriculum Guide. (P, 1, R)

Coming Alive from Nine to Five: The Career Search Handbook. (P, 4, R)

A Curriculum Guide for Pre-employment Skills. (P, 4, M)

Economic and Societal Factors Occupational Investigation Guide. (P, 4, M)

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Employability Skills for the Special Needs Learner. (P, 1, S)

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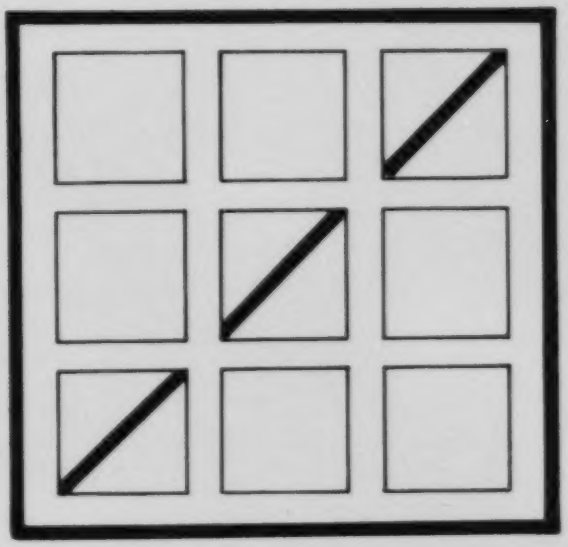
IV. Job-Seeking Process

D. Application Forms and Procedures



D. APPLICATION FORMS AND PROCEDURES

The increasing number of personnel directors and employers who complain because job seekers are unable to complete neatly and accurately a simple application form identifies the importance of this concise information sheet. In many cases, the application form is the gatekeeper to the most crucial step in the job-seeking process, the interview. Rarely can an applicant avoid this first step in applying for a job; therefore, it is essential to use the application process to make a significant first impression on the employer.

Whether meeting an employer for the first time on paper or in person, the demands on the job seeker are quite similar. Careful preparation and attention ahead of time to employer guidelines for completing an application form may prevent the rude shock of rejection in this early stage of the job-seeking sequence. Employers are becoming more rigid in their demands that:

- Application forms should be neat in appearance, free of grammatical and spelling errors, written legibly in blue or black ink, and filled out completely.
- Applicants should come prepared to complete an application, having both writing supplies and necessary credentials easily at hand.
- The questions on the application be specifically answered with honesty and conciseness.
- Applicants arriving to complete an application recognize that since their personal appearance reflects their professional attitude, it is necessary to dress appropriately.

Though the format of application forms varies from company to company, the specific information requested from the job seeker is similar in each case. This universality of content provides an opportunity for job applicants to collect and organize the required credential information (which he/she may be called upon to use in resume and interview situations)

and to practice completing sample forms accurately. Generally, the applicant will be asked to provide some or all of the information listed beneath the standard categories in the chart on the following page.

More and more employers require job-seekers to complete application forms at the place of employment; the instructional materials available to assist job-seekers highlight the adage that practice makes perfect.

Overview of Evaluated Instructional Materials

With the exception of job-seeking materials geared to employment at the professional level, the majority of employability materials include completing an application form as an integral aspect in the job-search process and devote at least one chapter or unit to this topic. Also available are materials whose sole content is "the application form."

The objectives of these texts and units are to emphasize the importance of the application form in the job-seeking process (both to the applicant and to the employer) and to prepare the job seeker to successfully complete the application form. Most of the developers of these materials agree that it is imperative to teach, review, and test the definitions, spelling, and abbreviations of the words most commonly found on and used in completing application forms. The accepted methodology seems to be that an individual best learns the components of the application form while practicing completing it with his/her own personal employment information. Completing this exercise on a variety of sample application forms found either in these materials or collected from a variety of businesses and companies insures to some extent that the job seeker has collected and organized the important credentials, has the information and guidelines to successfully complete an application form, and is ready, if necessary, to proceed to the next step in the job-search process, namely, handling the interview.

Application Form Information

I. Personal Information

- Name
- Address
- Telephone number
- Emergency contact number
- Health and mental status
- Willingness to relocate
- Citizenship status
- Legal convictions
- Knowledge of foreign languages
- Type of work desired
- Salary desired
- Date available to begin work
- Hours available to work
- Social security number
- Driver's license
- Relatives or friends now employed with the company

II. Education

- Names of schools attended
- Dates of attendance
- Major field of study
- Extracurricular activities, honors, hobbies which apply
- Degrees received
- Grade point average
- Additional training or education

III. Previous Employment

- Listing of past positions
- Name/address of employers
- Nature or title of job
- Dates of employment
- Attendance record
- Reason for leaving
- Salary
- Special skills utilized
- Professional licenses
- Memberships in unions or professional societies

IV. Military Record

- Branch of service
- Type of discharge
- Dates and period of service
- Main duties or special skills
- Highest rank

V. References

- Full name and title
- Mailing address

INSTRUCTIONAL COMPONENTS: APPLICATION FORMS AND PROCEDURES

This list of components includes those topics most frequently covered in the instructional materials evaluated in this area. An instructor may wish to use the list as a guide in developing his/her own course of study or as an aid in choosing among suitable materials already available.

1. **Introduction to the application process**

   Obtaining application forms
   Completing the form
   Composing a cover letter, when necessary
   Following up the application

2. **Purpose of the application form**

   To provide a written record of the applicant's qualifications
   To demonstrate applicant's written expression and organization skills
   To serve as an interview screening tool for employers

3. **Preparation for completing the application form**

   Assessing personal skills and qualifications
   Bringing written personal records
   Seeking prior permission for references to be included
   Researching the specific job being sought
   Obtaining and completing a practice application form
   Being prepared to field illegal questions
   Dressing appropriately when obtaining the form

4. **The do's and dont's of completing application forms**

   Appearance and neatness
   Vocabulary and language
   Specificity and completeness of answers
   Honesty and diplomacy

BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS: APPLICATION FORMS AND PROCEDURES

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Entering the World of Work (Filmstrips/Cassettes). (NP, 1, S)

Finding a Job Series. (NP, 1, S)

Finding a Job: Want Ads and Employment Agencies (English for Living Series). (P, 1, S)

First Jobs. (NP, 1, R/S)

Get Hired! 13 Ways to Get a Job. (P, 1, S)

Getting a Job. (NP, 4, R/S)

How to Sell Yourself: The Job-Seekers' Bible. (P, 4, R)

Individualized Related Instruction for Succeeding in the World of Work. (P, 1/2, M)

Job Application and Interview. (P, 1, R)

Job Application Language. (P, 4, S)

Job Club Counselor's Manual. (P, 3, M)

Job Entry and Adjustment Series. (P, 1, R/S)

Job Hunting in the 1980's: Skills for Success. (NP, 1/2, R)

Job Readiness Training Curriculum. (P, 4, R/S)

Job Seeking Skills. (P, 1, R)

Job Seeking Skills: A Curriculum and Guide. (P, 4, R/S)

The Job World. (Kit, 1/2, M)

Jobs: Seeking, Finding, Keeping. (NP, 1/2, R)

Life Skills: Me and Jobs. (P, 1, R)

Making It Work. (NP, 4, R)

My Job Application File. (P, 1, S)

Practical Job Skills Series. (Kit, 1, R)

Legend:

P = print material; NP = nonprint material; Kit = combination of print and nonprint material.

Instructional Level: 1 = secondary; 2 = postsecondary; 3 = adult; 4 = suitable for all populations.

Population Focus: R = intended for regular learners; S = intended for special needs learners; M = modifiable for special needs learners.

RACC/TRAC. The Working Class--A Competency Based Course in Job-Seeking Skills. (P, 2/3, R)

Succeeding in the World of Work. (P, 1, R)

Succeeding in the World of Work (Filmstrips/Cassettes). (NP, 4, R)

Survival: In the World of Work. (P, 1, R)

Survival Skills for the Real World. (P, 1, R)

Teacher's Guide (Modules 1-5) for the Job Survival Skills Curriculum. (P, 1, S)

The Work Book: Getting the Job You Want. (P, 4, R)

Your Job Search. (P, 4, R)

PROFESSIONAL RESOURCES

Essential Aspects of Career Planning and Development (Second Edition).

Legend:

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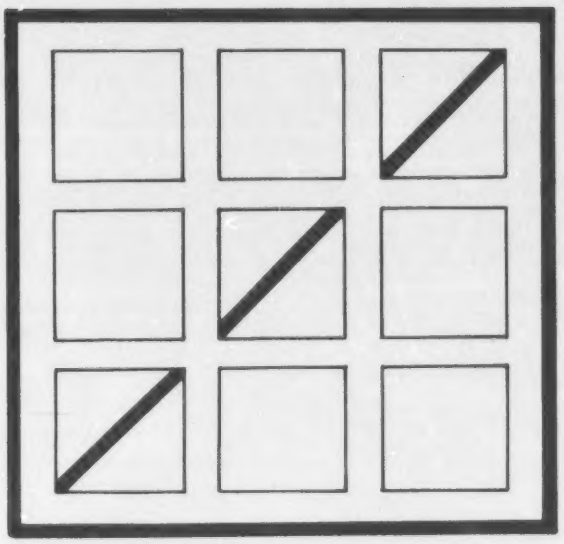
IV. Job-Seeking Process

E. Interviewing Procedures



E. INTERVIEWING PROCEDURES

Perhaps the most critical step in the entire job-seeking process is the personal interview. This structured conversation provides the applicant with the final chance to prove he/she is the best individual for the job. The interview allows the applicant to point out any unique qualifications he/she may have, to communicate his/her interest and enthusiasm for the job, and to convince the interviewer that he/she can handle the job's duties and responsibilities. If the applicant does not take advantage of the opportunity to make all this happen in the interview, he/she is not likely to have another chance.

Many applicants view the interview as a simple formality, a brief meeting to further explain their work history and relevant training for the position. Of course, this does occur, but the interview is not usually that simple. During the meeting, the interviewer is not only clarifying the applicant's background and qualifications for the job, he/she is also judging the applicant's appearance, manners, communication skills, knowledge about the position, attitude toward work, and enthusiasm for the job. An applicant judged positively on all these qualities will be in the running for the job.

Successfully handling the job interview requires advance preparation. Two rules to guide the applicant in this preparation are "know oneself" and "know the position." Knowing oneself means assessing one's personal skills and qualifications in relation to the specific position desired and being able to articulate those skills. It also involves being prepared to answer standard questions during the interview and deciding beforehand how one will handle tricky or illegal questions in a positive way. The second rule, "know the position," involves prior research of the company and the specific

position desired. When the applicant comes to the interview prepared to discuss how he/she can contribute to the ongoing operation of the company and is able to ask relevant, intelligent questions regarding the position, he/she has already demonstrated organization skills, interest, and enthusiasm to the interviewer.

As mentioned above, many things are happening beneath the surface during an interview. An applicant can sabotage any edge advance preparation has provided if careful attention is not paid to his/her actual behavior during the dialogue. There are many "rules of behavior" to follow if the interview is to be handled successfully. These include arriving promptly in suitable attire, using verbal and body language effectively, answering questions honestly and tactfully, asking relevant questions about the position and company, demonstrating competence and enthusiasm, and closing the interview on a positive note. Compliance with each of these points can only strengthen the applicant's chances of getting the job.

The job seeker's task is not finished when the interview is over. Many jobs have been lost because the applicant failed to make a follow-up contact with the employer after the interview. This contact, which may take the form of a short letter or brief telephone call, allows the applicant to thank the interviewer and to restate his/her interest in the job. Making a follow-up contact often gives the applicant an edge over others who have neglected this step.

Overview of Evaluated Instructional Materials

A multitude of instructional materials on interviewing for the job are available. The materials range from handout sheets of interviewing "tips" to entire textbooks covering the subject in depth. These materials include a wide variety of user activities which provide practice in the art of

interviewing. Some of the more effective exercises include: role-playing interviews with job seekers taking the parts of interviewer and interviewee; evaluations of simulated or actual interviews which are provided either in print or other media; written activities requiring practice in answering standard and tricky interviewer questions; invited speakers, usually personnel directors, who give the interviewer's perspective and answer job seekers' questions; and practice in completing a self-inventory and conducting research on a company in order to be better prepared for the interview.

Many materials stress the importance of making a good impression during the first few minutes of the interview and provide detailed lists of "do's" and "don'ts" for this period and the rest of the interview. Some particularly effective resources also give insight into the interviewer's motives and techniques, allowing the applicant to anticipate questions and to judge the impact of his/her answers to those questions. The most useful instructional materials provide activities which involve the job seeker in a simulation of the interviewing situation. For this step of the job-seeking process, more than any other, an individual can improve his/her performance only through actual practice.

INSTRUCTIONAL COMPONENTS: INTERVIEWING PROCEDURES

This list of components includes those topics most frequently covered in the instructional materials evaluated in this area. An instructor may wish to use the list as a guide in developing his/her own course of study or as an aid in choosing among suitable materials already available.

1. **Introduction to the interview**

   Purpose
   Importance

2. **Preparation for the interview**

   Researching the position and the company
   Assessing personal skills and qualifications in relation to the specific position being sought
   Organizing credentials to bring to the interview
   Preparing answers for standard interview questions and tests
   Being prepared to field illegal questions
   Dressing appropriately

3. **Behavior during the interview**

   Arriving on time, alone, and dressed suitably
   Using appropriate verbal and body language
   Answering questions honestly, specifically, and tactfully
   Asking relevant questions about the position and the company
   Closing the interview politely and positively

4. **Follow-up of the interview**

LEARNER RESOURCES

Arizona Department of Economic Security Pamphlets. (P, 4, R)

Career Guidance: A Key to Success. (P, 1, R)

Career Planning 5, Job Search 2: Letters, Strategies, and Interviews. (P, 2/3, R)

The Complete Job Book. (P, 2/3, R)

Dicie and Mylo Get Their Jobs. (P, 1, R/S)

Employability Skills Mini-Course. (P, 1/3, M)

Exploring Career Decision Making. (P, 1, R)

15 Tips on Handling Job Interviews. (P, 2/3, R)

Finding a Job. (P, 2/3, R)

Finding Your First Job (Rev. Ed.). (P, 1, R)

Get a Job. (P, 2/3, R)

Get the Job You Want (Rev. Ed.). (P, 4, R)

Getting a Job in Today's Competitive Market. (P, 4, R)

Getting and Holding a Job. (P, 4, R/S)

Getting Hired: A Job Hunting Workbook for Montana Women. (P, 2/3, R)

Go for It: How to Get Your First Good Job. (P, 1/2, R)

A Guide for Multidisciplinary Education. Vocational Information -- Career Planning. (P, 2, R)

Handbook of Employment Skills for Displaced Homemakers. (P, 3, R)

Help for Job Hunters. (P, 4, R)

The Homemaker's Job Hunting Guide. (P, 3, R)

How to Find a Job: A Beginner's Handbook. (P, 4, R)

How to Get a Job: It's Your Move. (P, 4, R)

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Instructional Level: 1 = secondary; 2 = postsecondary; 3 = adult; 4 = suitable for all populations.

Population Focus: R = intended for regular learners; S = intended for special needs learners; M = modifiable for special needs learners.

How to Get a Job -- With "No Experience" or "Not Enough". (P, 4, R)

How to Get the Job That's Right for You: A Career Guide for the 80's. (P, 2/3, R)

How to Win in a Job Interview. (P, 4, R)

How to Write Better Resumes. (P, 2/3, R)

I Want a Job. (P, 1, S)

Indiana Division of Employment Security Pamphlets. (P, 4, R)

Job Application and Job Interview: Learning Activity Package. (P, 4, R)

Job Finding Kit. (P, 4, R)

Job Hunting Secrets and Tactics. (P, 2/3, R)

Job Hunting Tactics Series. (P, 4, R)

Job Power: The Young People's Job Finding Guide. (P, 1/2, R)

Job Resumes. (P, 2/3, R)

Job Search Tips for Women. (P, 2/3, R)

Jobs in the Real World: The Student Job-Search Handbook. (P, 1, R)

Life Plan: A Practical Guide to Successful Career Planning. (P, 1, R)

Life Skills: Attitudes on the Job. (P, 1/3, S)

Martin's Magic Formula for Getting the Right Job. (P, 3, R)

Merchandising Your Job Talents. (P, 4, R)

The Perfect Resume. (P, 2/3, R)

Preparing for the Job Interview. (P, 1, S)

Resumes That Get Jobs. (P, 2/3, R)

Seven Steps to Employment. (P, 4, R)

Steps to Professional Employment. (P, 2, R)

Steps to Success Series. (P, 4, R)

Successful Interviewing: A Practical Guide for the Applicant and Interviewer. (P, 2/3, R)

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Successful Transitions: A Guide Through the Employment Process. (P, 4, R)

Sweaty Palms: The Neglected Art of Being Interviewed. (P, 2/3, R)

The Three Boxes of Life. (P, 3, R)

Training for Life: A Practical Guide to Career and Life Planning. (P, 3, R)

20/20 Career Planning: How to Get a Job and Keep It. (P, 4, R)

What Color Is Your Parachute? (P, 4, R)

Who's Hiring Who. (P, 2/3, R)

The Women's Guide to Re-entry Employment. (P, 3, R)

Your Job -- Where to Find It, How to Get It. (P, 2/3, R)

Your Resume: Key to a Better Job. (P, 2/3, R)

You're Hired! The Best Way to Find and Land a More Satisfying Job. (P, 4, R)

INSTRUCTIONAL GUIDES

Applying for a Job. (P, 4, M)

CARE Kit: Combining Activities with Real Experiences (Rev. Ed.). (Kit, 1, R/S)

Career Advising for Adults. (P, 4, R)

Career Awareness, Decision-Making, and Job Seeking Skills. (P, 4, R)

Career Awareness/Exploration Curriculum Kit (Grades 9-12). (P, 1, M)

Career Education: A Mini-Course Curriculum Guide. (P, 1, R)

Charles Lives and Works. (P, 1, R)

Coming Alive from Nine to Five: The Career Search Handbook. (P, 4, R)

Communication Skills for Succeeding in the World of Work. (NP, 4, R/S)

Critical Steps of Job Interviewing. (Kit, 4, R)

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A Curriculum Guide for Pre-employment Skills. (P, 4, M)

Economic and Societal Factors Occupational Investigation Guide. (P, 4, M)

Employability Skills: Competency-Based Vocational Education. (P, 4, R/S)

Employability Skills for the Special Needs Learner. (P, 1, S)

Employability Skills Workshop Packet. (P, 3, R/S)

Entering the World of Work. (P, 1, S)

Entering the World of Work (Filmstrips/Cassettes). (NP, 1, S)

Finding a Job Series. (NP, 1, S)

Finding a Job: The Job Interview (English for Living Series). (P, 1, S)

Finding a Job: Want Ads and Employment Agencies (English for Living Series). (P, 1, S)

First Jobs. (NP, 1, R/S)

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Getting a Job. (NP, 4, R/S)

How to Get a Job. (R, 4, S)

How to Hold Your Job (Rev. Ed.). (P, 4, S)

How to Sell Yourself: The Job-Seekers' Bible. (P, 4, R)

Individualized Related Instruction for Succeeding in the World of Work. (P, 1/2, M)

Janus Job Interview Guide. (P, 1, S)

Job Application and Interview. (P, 1, R)

Job Club Counselor's Manual. (P, 3, M)

Job Entry and Adjustment Series. (P, 1, R/S)

Job Hunting in the 1980's: Skills for Success. (NP, 1/2, R)

Job Readiness Training Curriculum. (P, 4, R/S)

Job Seeking Skills. (P, 1, R)

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The Job World. (Kit, 1/2, M)

Jobs: Seeking, Finding, Keeping. (NP, 1/2, R)

Life Skills: Me and Jobs. (P, 1, R)

Making It Work. (NP, 4, R)

Practical Job Skills Series. (Kit, 1, R)

RACC/TRAC. The Working Class--A Competency Based Course in Job-Seeking Skills. (P, 2/3, R)

Succeeding in the World of Work. (P, 1, R)

Succeeding in the World of Work (Filmstrips/Cassettes). (NP, 4, R)

Survival: In the World of Work. (P, 1, R)

Survival Skills for the Real World. (P, 1, R)

Take Hold of Your Future: A Career Planning Guide. (P, 2/3, R)

Taking Charge. (Kit, 1, M)

Teacher's Guide (Modules 1-5) for the Job Survival Skills Curriculum. (P, 1, S)

The Work Book: Getting the Job You Want. (P, 4, R)

PROFESSIONAL RESOURCES

Essential Aspects of Career Planning and Development (Second Edition).

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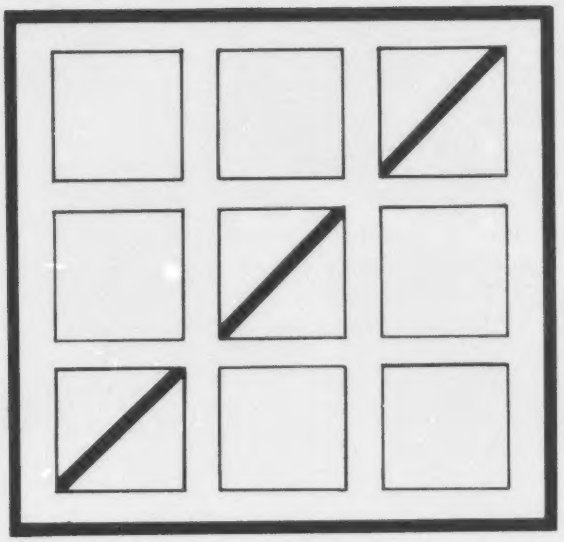
V. Job Retention



V. JOB RETENTION

Finding a job requires organization, resourcefulness, and persistence. However, landing a job does not mean that the employee can relax. The real work is just beginning, with the new task being to keep the job. Keeping a job takes more than just being able to perform one's duties. Employers report that most workers who lose their jobs do so because of poor interpersonal skills and work habits rather than inadequate job skills. An employee who gets along with coworkers and supervisors, who is dependable, honest, and punctual, and who willingly accepts and follows directions stands an excellent chance of keeping his/her job.

From the employee's point of view, job satisfaction depends on additional factors such as job security, adequate job benefits, opportunities for advancement, and the positive contributions the job makes to the his/her desired lifestyle. A position lacking one or more of these qualities may result in dissatisfaction, leading the employee to consider a job change. Since most individuals change careers three or more times in their lives, learning to plan for the future and successfully handle a job change are essential skills for all workers.

Because of the diversity of skills in this area, this section is presented in the form of four "mini" chapters. Topics covered in these chapters include the following:

A. **Interpersonal Skills (p. V-3) - building and maintaining good relationships with coworkers and supervisors.** Presents a standard list of essential qualities deemed necessary to maintain happy and successful inter-employee relationships.

B. **Work Habits and Attitudes (p. V-9) - demonstrating competency and cooperativeness on the job.** Discusses the importance of proper work habits for keeping the job and lists worker qualities most desired by employers.

C. **Planning for Future (p. V-17) - planning for job security, job advancement, successful daily living, and a satisfying lifestyle.** Discusses success on the job on a long-term basis and the relationship of job and lifestyle.

D. **Job Change (p. V-23) - making the decision to change jobs and managing the transition.** Discusses factors affecting decisions to change jobs and procedures for job-hunting while still employed.

The latter two topics exceed the scope of what is usually thought of as employability skills. Nonetheless, these are essential factors contributing to successful employment. Instruction in these areas helps equip both the new and the experienced worker with tools to manage a more satisfying lifestyle. The majority of instructional materials reviewed for the topic of job retention focus on interpersonal skills and work habits. A much smaller number provide instruction in planning for the future and job change, usually as concluding chapters for the job-seeking and job-retention processes.

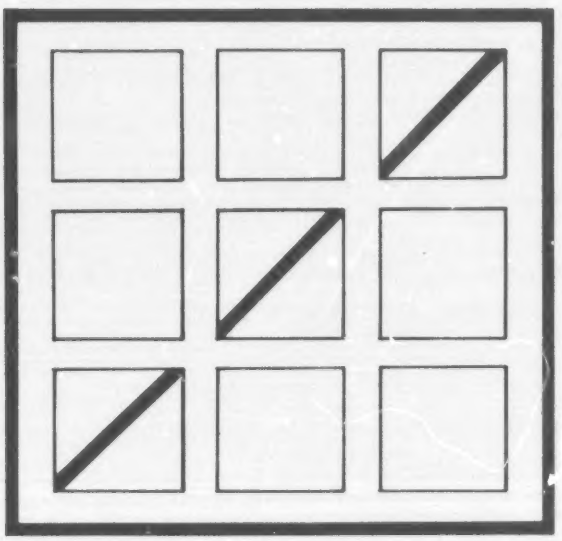
Each "mini" chapter in this section follows the same format as the previous longer chapters:

1. Definition of the topic and rationale for instruction.
2. Overview of instructional materials on this topic.
3. List of instructional components in the area.
4. Alphabetized list of materials covering the topic.

It is suggested that the user read the discussions, examine the lists of components and materials, then turn to the annotated bibliography for a full description of those materials of interest. In this manner, users will become better equipped to choose the materials that meet their unique instructional needs.

V. Job Retention

A. Interpersonal Skills



A. INTERPERSONAL SKILLS

Once a job-seeker has made the difficult transition from unemployment to employment, an immediate shift of emphasis from job skills and responsibilities to feelings and attitudes about the job seems to occur. The search for a job is now complete; happiness and success on the job are the new challenges.

Typical employee responses to standard questions about their jobs (e.g., How's your new job working out?) frequently do not include mention of the specifics of the job or the work accomplished that day: "Oh, work was all right, but I had the feeling that my boss was looking over my shoulder all day, and I couldn't do anything right." "Work is getting so boring. All everyone does in that place is gripe and complain! Don't they have anything else to think about?" "It's the best job I've ever had. Everyone is so friendly and cooperative. They've made me feel welcome since the first day." These responses are representative of the importance of interpersonal relations in everyday work situations.

Survival skills on the job entail two major components: maintaining successful interpersonal relationships with co-workers and supervisors (the worker-pleasing component) and developing responsible work habits and attitudes (the employer-pleasing component). The real art of job retention is, then, the successful maintenance of a balance between these two variables.

Data collected from surveys, from interviews with employers and employees, and from relevant job-keeping materials provide a standard list of qualities considered essential to maintaining happy and successful inter-employee relationships. Courtesy and congeniality, demonstration of both a cooperative attitude and self-control, and possession of appropriate

communication skills are universally emphasized in these reports. (See the Instructional Components section of this chapter for a more specific listing.) Ironically, employment "experts" assume that most employees "work well with others" and discourage job-seekers from including this significant skill on their resumes and application forms. However, personnel supervisors, attesting to the fact that the inability to interrelate with coworkers can sabotage the job success of even the most skilled of employees, have developed inservice training and employee counseling to meet this need. Awareness of and preparatory training in this area can help to prevent employee conflicts which may lead to burnout, low morale, and stress-related problems.

Overview of Evaluated Instructional Materials

The recent popularity of personal self-help literature indicates that satisfying interpersonal relations are of high priority both on and off the job. The skills taught in these books closely parallel those found in the few instructor guides and learner resources specifically focused on job-keeping skills and in the all-inclusive employability skills texts.

The content of the most effective materials includes a definition and description of the positive personal characteristics valued by most people and those negative behaviors which often lead to criticism or rejection. Role-playing and case studies offer opportunities to analyze behavior and to suggest alternative dialogue and action which may lead to a more successful outcome.

Since communication skills are crucial in interpersonal relations, a variety of exercises are included which offer practice in developing listening skills, asking questions, Learning to talk directly and honestly, using silence as an effective communicator, understanding how other people

receive and interpret what you say, and learning about behaviors which block effective communication. Maintaining effective interpersonal skills on the job can be viewed as an integral aspect of the second major component of job-survival skills, work habits and attitudes.

INSTRUCTIONAL COMPONENTS: INTERPERSONAL SKILLS

This list of components includes those topics most frequently covered in the instructional materials evaluated in this area. An instructor may wish to use the list as a guide in developing his/her own course of study or as an aid in choosing among suitable materials already available.

1. Developing a positive attitude toward coworkers and employers
2. Being polite, courteous, and tactful
3. Accepting direction and criticism
4. Avoiding gossip and complaining
5. Being honest with coworkers and employers
6. Being tolerant of others
7. Controlling one's temper and emotions
8. Ignoring unjustified negative comments
9. Exhibiting a sense of humor and cheerfulness
10. Cooperating with and supporting coworkers and employers
11. Communicating and listening effectively
12. Showing respect for oneself and others

BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS: INTERPERSONAL SKILLS

LEARNER RESOURCES

Career Guidance: A Key to Success. (P, 1, R)

The Complete Job Book. (P, 2/3, R)

Employability Skills Mini-Course. (P, 1/3, M)

Essentials of Job Success. (R, 2/3, R)

Finding Your First Job (Rev. Ed.). (P, 1, R)

Help for Job Hunters. (P, 4, R)

Keeping a Job. (P, 1, M)

My Bread and Butterflies Career Book. (P, 1, R/S)

The Three Boxes of Life. (P, 3, R)

20/20 Career Planning: How to Get a Job and Keep It. (P, 4, R)

INSTRUCTIONAL GUIDES

Activity and Resource Guide for Career Development in the Junior and Senior High School. (P, 1, M)

CARE Kit: Combining Activities with Real Experiences (Rev. Ed.). (Kit, 1, R/S)

Career Awareness, Decision-Making, and Job Seeking Skills. (P, 4, R)

Career Awareness/Exploration Curriculum Kit (Grades 9-12). (P, 1, M)

Career Exploration for Adults. (P, 3, R)

Communication Skills for Succeeding in the World of Work. (NP, 4, R/S)

Don't Get Fired! 13 Ways to Hold Your Job. (P, 1/3, S)

Economic and Societal Factors Occupational Investigation Guide. (P, 4, M)

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Employability Skills for the Special Needs Learner. (P, 1, S)

Entering the World of Work. (P, 1, S)

Entering the World of Work (Filmstrips/Cassettes). (NP, 1, S)

Good Work! (P, 4, R)

How to Get a Job. (P, 4, S)

How to Hold Your Job. (P, 4, S)

Individualized Related Instruction for Succeeding in the World of Work. (P, 1/2, M)

Job Attitudes and Habits. (NP, 1, R/S)

Job Readiness Training Curriculum. (P, 4, R/S)

The Job World. (Kit, 1/2, M)

Jobs: Seeking, Finding, Keeping. (NP, 1/2, R)

Making It Work. (NP, 4, R)

Methods and Materials for Teaching Occupational Survival Skills. (P, 4, R)

On the Job. (NP, 1, R/S)

Practical Job Skills Series. (Kit, 1, R)

RACC/TRAC. The Working Class--A Competency Based Course in Job-Seeking Skills. (P, 2/3, R)

Succeeding in the World of Work. (P, 1, R)

Succeeding in the World of Work (Filmstrips/Cassettes). (NP, 4, R)

Surviving on the Job. (P, 4, M)

Teacher's Guide (Modules 1-5) for the Job Survival Skills Curriculum. (P, 1, S)

PROFESSIONAL RESOURCES

Essential Aspects of Career Planning and Development (Second Edition).

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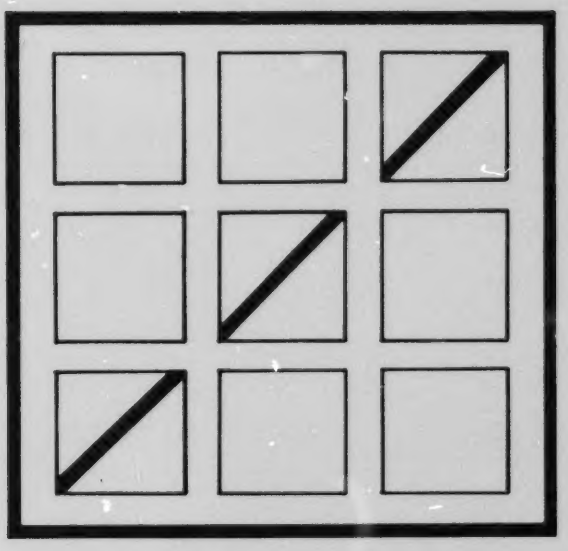
V. Job Retention

B. Work Habits and Attitudes



B. WORK HABITS AND ATTITUDES

The recent depressing economic news of job layoffs, failed businesses, and foreign competition has given rise to a re-awakening and re-evaluation of the American work ethic. The public is being reminded of the pride Americans have traditionally felt for the quality of their products and the productivity of their businesses.

The average American worker needs no reminding! More practically than philosophically, perhaps, employees recognize that their job security depends on strict adherence and loyalty to the long-standing principle of an "honest day's work." Workers do not need an MBA to understand the impact of the work ethic. Engrained in the folklore and history of every family in the country is the pride in the success wrought by skills, hard work, strong character, and loyalty to the company. These characteristics are mirrored in the research which reflects the worker qualities most desired by employers:

- A good employee is reliable and responsible, taking pride in his/her appearance, promptness, dependability, and skills.
- A good employee wastes neither time, money, nor materials, using imagination and initiative to get the job done efficiently.
- A good employee is cooperative, follows directions, accepts supervision, and begins and finishes assignments willingly.
- A good employee has self-respect, giving an "honest day's work" and showing a desire for growth and self-improvement.
- A good employee demonstrates respect for his/her coworkers and company, maintaining a positive attitude and loyalty to the company.

Employer satisfaction with an employee's work habits and attitudes and employee satisfaction with a job well-done in a pleasant interpersonal environment are integrally intertwined. Job satisfaction and job success become one. When either of these components break down, both the employer

and the employee begin to "look elsewhere." When the components are strong, the employee can ponder growth, change, and planning for the future, reinforced by a healthy self-concept and good recommendations.

Overview of Evaluated Instructional Materials

Though there are no guarantees in job survival skills, both research and instructional materials on job retention strongly suggest that practicing appropriate work habits and maintaining a proper work "ethic" are promising indicators of job success. The instructor guides and learner resources reviewed here indicate that these modes of behavior are both teachable and learnable. That they can be rehearsed is evidenced by the vast number and variety of activities included in comprehensive employability texts as well as the few materials devoted solely to this topic.

The materials which appear to be most practical and beneficial ask the user to switch roles with the employer in order to "experience" the managerial point of view. These new "employers" are asked to explain how the work habits and attitudes of their employees can positively or negatively affect the company's reputation, productivity, and product quality. Other role-play activities allow users to experience the giving and receiving of directions, criticism, and excuses for tardiness or absenteeism.

A variety of other effective activities are also presented in the materials. Devising a list of standard rules and regulations for their company enables "employees" to realize the significance of these regulations in maintaining a functional business. Case studies and simulations allow evaluation of an employee's on-the-job behavior and provide an opportunity to suggest more appropriate action if necessary. Creative dialogues which train employees to ask for help, offer compromise, and respond to orders

reinforce the necessary communication skills so important to productive employer/employee relationships. Improving both verbal and body language is a major component in most materials. Developing situations where an employee could lose a job for not demonstrating a particular work habit or attitude are also emphasized. Likewise, listing ways to demonstrate possession of specific work habits or attitudes are popular activities.

The theme running through all these activities is clear. Each worker has the responsibility to acquire these desired qualities and each employer has the responsibility to reinforce them. The best work environment is just that, an environment where quality and productivity are the goals and proper work habits and attitudes are demonstrated by employee and employer to meet these goals in a mutually satisfying manner.

INSTRUCTIONAL COMPONENTS: WORK HABITS AND ATTITUDES

This list of components includes those topics most frequently covered in the instructional materials evaluated in this area. An instructor may wish to use the list as a guide in developing his/her own course of study or as an aid in choosing among suitable materials already available.

1. **Being prompt, reliable, and dependable**
2. **Dressing and grooming appropriately**
3. **Following operating and safety procedures**
4. **Managing time and materials effectively**
5. **Using initiative and imagination**
6. **Giving an honest day's work**
7. **Listening and following directions accurately**
8. **Accepting and finishing assignments willingly**
9. **Keeping personal problems away from the job**
10. **Dealing with stress**
11. **Asking for help when necessary**
12. **Demonstrating loyalty to the employer**
13. **Showing a desire for growth and self-improvement**

BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS: WORK HABITS AND ATTITUDES

LEARNER RESOURCES

Arizona Department of Economic Security Pamphlets. (P, 4, R)

Career Guidance: A Key to Success. (P, 1, R)

The Complete Job Book. (P, 2/3, R)

Employability Skills Mini-Course. (P, 1/3, M)

Essentials of Job Success. (P, 2/3, R)

Finding Your First Job (Rev. Ed.). (P, 1, R)

Getting and Holding a Job. (P, 4, R/S)

Handbook of Employment Skills for Displaced Homemakers. (P, 3, R)

Help for Job Hunters. (P, 4, R)

Keeping a Job. (P, 1, M)

Martin's Magic Formula for Getting the Right Job. (P, 3, R)

My Bread and Butterflies Career Book. (P, 1, R/S)

Orchestrating Your Career. (P, 3, R)

The Three Boxes of Life. (P, 3, R)

Training for Life: A Practical Guide to Career and Life Planning. (P, 3, R)

20/20 Career Planning: How to Get a Job and Keep It. (P, 4, R)

INSTRUCTIONAL GUIDES

Activity and Resource Guide for Career Development in the Junior and Senior High School. (P, 1, M)

CARE Kit: Combining Activities with Real Experiences (Rev. Ed.). (Kit, 1, R/S)

Legend:

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Instructional Level: 1 = secondary; 2 = postsecondary; 3 = adult; 4 = suitable for all populations.

Population Focus: R = intended for regular learners; S = intended for special needs learners; M = modifiable for special needs learners.

Career Awareness, Decision-Making, and Job Seeking Skills. (P, 4, R)

Career Awareness/Exploration Curriculum Kit (Grades 9-12). (P, 1, M)

Career Exploration for Adults. (P, 3, R)

Communication Skills for Succeeding in the World of Work. (NP, 4, R/S)

Don't Get Fired! 13 Ways to Hold Your Job. (P, 1/3, S)

Economic and Societal Factors Occupational Investigation Guide. (P, 4, M)

Employability Skills: Competency-Based Vocational Education. (P, 4, R/S)

Employability Skills for the Special Needs Learner. (P, 1, S)

Entering the World of Work. (P, 1, S)

Entering the World of Work (Filmstrips/Cassettes). (NP, 1, S)

First Jobs. (NP, 1, R/S)

Good Work! (P, 4, R)

How to Get a Job. (P, 4, S)

How to Hold Your Job (Rev. Edition). (P, 4, S)

How to Sell Yourself: The Job-Seekers' Bible. (P, 4, R)

Individualized Related Instruction for Succeeding in the World of Work. (P, 1/2, M)

Job Application and Interview. (P, 1, R)

Job Attitudes and Habits. (NP, 1, R/S)

Job Entry and Adjustment Series. (P, 1, R/S)

Job Readiness Training Curriculum. (P, 4, R/S)

The Job World. (Kit, 1/2, M)

Jobs: Seeking, Finding, Keeping. (NP, 1/2, R)

Making It Work. (NP, 4, R)

Methods and Materials for Teaching Occupational Survival Skills. (P, 4, R)

On the Job. (NP, 1, R/S)

Legend:

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Population Focus: R = intended for regular learners; S = intended for special needs learners; M = modifiable for special needs learners.

Practical Job Skills Series. (Kit, 1, R)

RACC/TRAC. The Working Class--A Competency Based Course in Job-Seeking Skills. (P, 2/3, R)

Succeeding in the World of Work. (P, 1, R)

Succeeding in the World of Work (Filmstrips/Cassettes). (NP, 4, R)

Survival: In the World of Work. (P, 1, R)

Surviving on the Job. (P, 4, M)

Teacher's Guide (Modules 1-5) for the Job Survival Skills Curriculum. (P, 1, S)

The Work Book: Getting the Job You Want. (P, 4, R)

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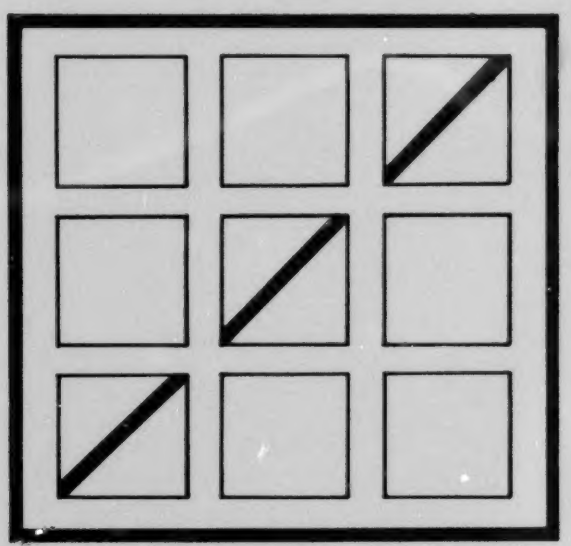
Population Focus: R = intended for regular learners; S = intended for special needs learners; M = modifiable for special needs learners.

V. Job Retention

C. Planning for Future



C. PLANNING FOR FUTURE

Succeeding on the job from day to day requires effective interpersonal skills and appropriate work habits and attitudes. However, to attain a satisfying lifestyle on a long-term basis it is necessary to acquire other skills. Employment-related factors contributing to satisfaction in life are job security, job advancement, successful management of financial and other job benefits, and the development of a long-range career/life plan.

Generally, an employee can contribute to job security by practicing good work habits and attitudes and by assuring that he/she is an asset to the operation of the company. Open lines of communication will assist in the assessment of his/her standing within the business. In addition, a careful monitoring of company prospects is necessary to protect his/her position.

Job advancement, a goal of most workers, is dependent upon the employee's performance record and the company's operating policies. Chances for advancement can be improved by maintaining a successful work record, obtaining additional training, and demonstrating initiative and flexibility. Communicating the desire for advancement and taking action to secure it are more effective than waiting patiently for recognition and reward.

Managing financial and other job benefits requires a wide variety of skills from learning to use banking services and developing a budget to buying life insurance and planning for retirement. The fine art of asking for a raise and seeking professional financial guidance are factors to be considered here as well.

Development of a long-range career/life plan is a step individuals often neglect, usually assuming things will turn out for the best. Good things do happen serendipitously, but research shows that the happiest people are those who feel they have control over the events in their lives. Planning

the direction of one's life usually involves four steps: (1) examining personal needs and values; (2) identifying realistic means to achieve those needs and wants; (3) setting short- and long-term personal and career goals; and (4) taking action to achieve the goals. Since much of an individual's life is spent on the job, it is critical that career goals be carefully planned to fit into and contribute to a satisfying lifestyle.

Overview of Evaluated Instructional Materials

Choosing a satisfying job or career underlies the content of most employability skills instructional materials. Finding the right job is essential if the individual is ultimately to lead a satisfying life. Very few of these materials, however, offer a systematic strategy for developing a long-range life plan, of which the career choice is a critical part. Those materials which do offer instruction in this topic usually focus on the four steps mentioned above, providing many self-exploratory exercises to identify personal characteristics as well as instruction in setting short- and long-term goals.

The majority of materials in this area, Planning for Future, concentrate on practical daily living skills. A wide range of exercises provide practice in using checking and savings accounts, budgeting the paycheck, understanding and buying the many types of insurance, securing loans, making investments, and opening retirement accounts. Instruction on planning for job security and advancement is sparse and usually takes the form of a discussion of the important factors of each.

This topic discusses factors contributing to successful employment. Instruction in this area equips both the new and the experienced worker with tools needed to manage a more satisfying lifestyle.

INSTRUCTIONAL COMPONENTS: PLANNING FOR FUTURE

This list of components includes those topics most frequently covered in the instructional materials evaluated in this area. An instructor may wish to use the list as a guide in developing his/her own course of study or as an aid in choosing among suitable materials already available.

1. **Job security**

   Practicing good work habits and attitudes
   Maintaining open communication with employers
   Monitoring company prospects

2. **Job advancement**

   Showing initiative and flexibility
   Communicating desire for advancement to employer
   Seeking additional training
   Taking action to secure a higher position

3. **Management of finances and employee benefits**

   Budgeting financial resources
   Understanding and utilizing employee benefits
   Asking for a raise
   Planning for retirement

4. **Development of a long-range career/life plan**

   Examining personal needs and values
   Identifying realistic means to achieve needs and wants
   Setting short- and long-term personal and career goals
   Taking action to achieve goals

BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS: PLANNING FOR FUTURE

LEARNER RESOURCES

Arizona Department of Economic Security Pamphlets. (P, 4, R)

The Complete Job Book. (1, 2/3, R)

Essentials of Job Success. (P, 2/3, R)

Finding Your First Job (Rev. Ed.). (P, 1, R)

Handbook of Employment Skills for Displaced Homemakers. (P, 3, R)

Keeping a Job. (P, 1, M)

The Three Boxes of Life. (P, 3, R)

Training for Life: A Practical Guide to Career and Life Planning. (P, 3, R)

INSTRUCTIONAL GUIDES

Economic and Societal Factors Occupational Investigation Guide. (P, 4, M)

Employability Skills: Competency-Based Vocational Education. (P, 4, R/S)

Employability Skills for the Special Needs Learner. (P, 1, S)

Entering the World of Work. (P, 1, S)

Individualized Related Instruction for Succeeding in the World of Work. (P, 1/2, M)

Job Application and Interview. (P, 1, R)

Job Changes. (P, 4, R)

Job Entry and Adjustment Series. (P, 1, R/S)

Job Readiness Training Curriculum. (P, 4, R/S)

Jobs: Seeking, Finding, Keeping. (NP, 1/2, R)

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Methods and Materials for Teaching Occupational Survival Skills. (P, 4, R)

Practical Job Skills Series. (Kit, 1, R)

Succeeding in the World of Work. (P, 1, R)

Succeeding in the World of Work (Filmstrips/Cassettes). (NP, 4, R)

Surviving on the Job. (P, 4, M)

Your Hidden Skills: Clues to Careers and Future Pursuits. (P, 2/3, R)

PROFESSIONAL RESOURCES

Essential Aspects of Career Planning and Development (Second Edition).

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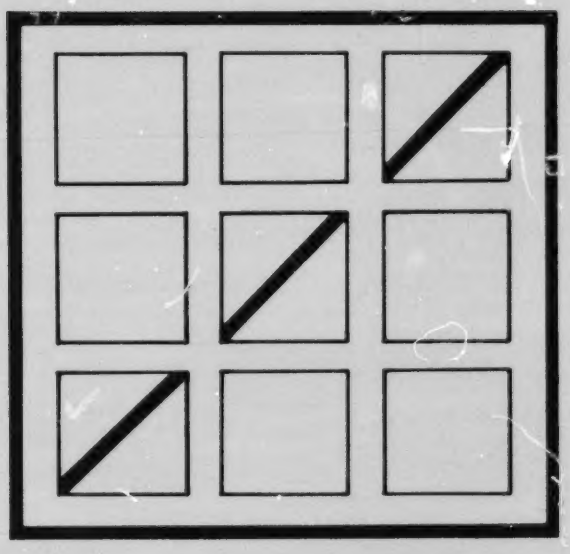
V. Job Retention

D. Job Change



D. JOB CHANGE

It is estimated that in 1980 more than 40 million Americans were involved in employment transition or job change. It is more than likely that this number will increase in the coming years as technology changes and more emphasis is placed on personal job satisfaction. At times, the need to change jobs is forced upon an individual, such as when companies fail, technology eliminates certain jobs, or the worker is fired. In these instances the job-seeking process must begin again starting with rebuilding a resource network of contacts and updating employment credentials.

At other times, the individual makes a conscious decision to change careers or jobs in order to gain better financial or personally satisfying rewards. In the process of coming to the job change decision the individual must initiate several actions. The first is to determine the degree of personal satisfaction he/she receives from the present position. Secondly, after investigating new occupational areas and specific job descriptions within them, he/she must compare the benefits of the present job against the potential one. Finally, he/she must identify and prepare to deal with the risks involved in starting over in a new position. In some cases these actions are deliberate and systematic, in others they evolve naturally through dissatisfaction with the present job.

Once the decision to change jobs is made, the individual must look for a job in the chosen field while still employed. The steps of the job-seeking process are the same as before but the employee must now consider how his/her actions will affect and be affected by the position currently held. More discretion must be employed in utilizing a resource network; credentials must be updated, and a new resume developed to reflect the most recent employment. Each of these steps, including preparing for job

interviews, must be carried out while maintaining good relations with the present employer.

Making the transition from one job to another requires preparation as well as diplomacy. The individual must weigh job offers and accept the position that provides the degree of financial and personal satisfaction being sought. He/she must also take steps to leave the old job gracefully by giving sufficient notice and ending the working relationship on a positive note.

Overview of Evaluated Instructional Material

Few instructional materials focus solely on the topic of job change. The majority of materials addressing this topic do so in a closing chapter on the job-seeking process or as a topic to be considered when developing a long-range career/life plan. Generally, instruction on job change is limited to a discussion of the factors to be considered when making the decision to change jobs, when looking for another job while still employed, and when making the transition from one job to another. A few materials provide activities to aid in self analysis and in comparing the benefits of the old and new jobs. A limited number of other materials include practice in updating credentials, developing a new resume, and handling tricky questions about present employment during the job interview.

The importance of maintaining good relations with the present employer while looking for another job is stressed in nearly all instructional materials. To this end, a discussion of the advantages of a "public" job search (informing the present employer of the intention to change jobs) versus a "private" one is relevant and should be considered when the employability skills instructor is choosing instructional materials.

INSTRUCTIONAL COMPONENTS: JOB CHANGE

This list of components includes those topics most frequently covered in the instructional materials evaluated in this area. An instructor may wish to use the list as a guide in developing his/her own course of study or as an aid in choosing among suitable materials already available.

1. **Factors involved in the decision to change jobs**

   Determining the degree of personal satisfaction in present position
   Investigating new occupational areas and specific job descriptions
   Comparing benefits of present and new jobs
   Dealing with the risks of starting over

2. **The job-seeking process while employed**

   Utilizing a resource network
   Updating credentials
   Developing a new resume
   Completing application forms
   Preparing for job interviews

3. **The transition to the new job**

   Accepting the new job
   Leaving the old job gracefully

BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS: JOB CHANGE

LEARNER RESOURCES

The Complete Job Book. (P, 2/3, R)

Employability Skills Mini-Course. (P, 1/3, M)

Finding a Job. (P, 2/3, R)

Help for Job Hunters. (P, 4, R)

How to Get the Job That's Right for You: A Career Guide for the 80's. (P, 2/3, R)

Job Power: The Young People's Job Finding Guide. (P, 1/2, R)

Keeping a Job. (P, 1, M)

Life Plan: A Practical Guide to Successful Career Planning. (P, 1, R)

Orchestrating Your Career. (P, 3, R)

INSTRUCTIONAL GUIDES

Economic and Societal Factors Occupational Investigation Guide. (P, 4, M)

Employability Skills: Competency-Based Vocational Education. (P, 4, R/S)

Employability Skills for the Special Needs Learner. (P, 1, S)

How to Sell Yourself: The Job-Seeker's Bible. (P, 4, R)

Job Changes. (P, 4, R)

Jobs: Seeking, Finding, Keeping. (NP, 1/2, R)

On the Job. (NP, 1, R/S)

Practical Job Skills Series. (Kit, 1, R)

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Succeeding in the World of Work. (P, 1, R)

Your Hidden Skills: Clues to Careers and Future Pursuits. (P, 2/3, R)

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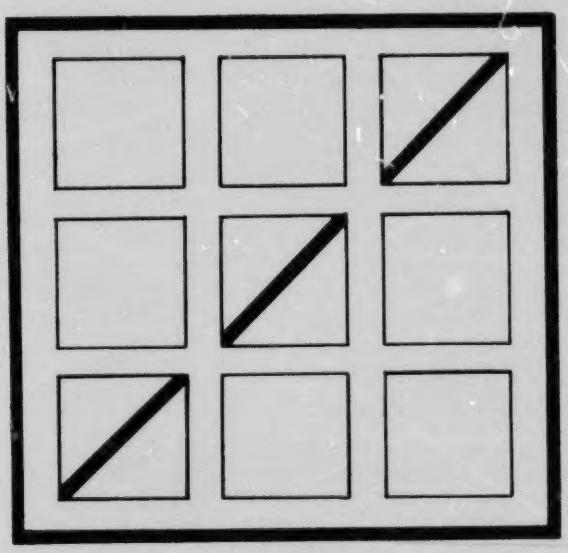
Annotated Bibliography



USING THE BIBLIOGRAPHY

The materials listed by title in each of the preceding chapters are fully described in this annotated bibliography. These materials are those which were rated "acceptable" or higher during the evaluation process (see page 6). Any material receiving a lower rating was not included in the bibliography.

The materials are listed alphabetically and described in the following manner:

Upper left corner:

LR = LEARNER RESOURCE - Materials which can be used directly by job seekers with or without accompanying direction by an instructor. Many self-help, as well as other classroom materials, are included here.

IG = INSTRUCTOR GUIDE - Materials which contain directions for the instructor teaching employability skills. Curriculum guides, combined teacher guides with learner activities, and other teacher-oriented materials may be found in this section.

PR = PROFESSIONAL RESOURCES - Materials which are designed solely to provide instructors with background information. A small category, this section includes research findings, general program guides, and sources for additional information.

Upper right corner: **VES** indicates that this material is available on loan from Vocational Education Services to Indiana users for preview, or, in the case of non-consumable materials, for actual use in the instructional setting.

Author: Developer, editor, or developing agency.

Source: Distributor of material. Complete address of the source may be found in the List of Sources at the back of this handbook.

Vital statistics: Date of publication, price, and format.

Focus: Employability Skills topic(s) covered.

Description:

Instructional Level:	Middle/Junior High	= Grades 6 - 9
	Secondary	= Grades 9 - 12
	Postsecondary	= Young high school graduate
	Adult	= Mature individuals
Population Focus:	Regular Learners	= Normally achieving individuals
	Special Needs	= Low achievers, usually poor readers. (Also includes groups such as disadvantaged, displaced homemakers, etc.).
	Modifiable	= Language can be simplified; material can be broken into smaller parts; some material can be eliminated.
Method Focus:	Suitability for group or individual instruction	
Teacher Focus:	Little, or additional, teacher preparation required (time or materials).	
Affirmative Action:	Addressed	= Care taken to show men, women, and minorities in non-stereotypical roles.
	Neutral	= Few visual or textual references are made to sex, ethnicity, culture, or handicapping conditions.
Research Base:	Information on field-test efforts.	
Format:	Types of material, length, packaging.	
Features:	Items organizing and presenting the content.	

Abstract: An objective skeletal overview of the material, summarizing the material type, target population, general contents, and structure.

Comments: A subjective statement regarding the usability and unique characteristics of the material.

Since each material is described using the same format, comparison of two or more materials is made easier for the user looking for items to meet his or her unique instructional needs.

IG

VES

ACTIVITY AND RESOURCE GUIDE FOR CAREER DEVELOPMENT IN THE JUNIOR AND SENIOR HIGH SCHOOL

AUTHOR: Arland N. Benson

SOURCE: Metro ECSU

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $7.50 **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Retention (Interpersonal Skills, Work Habits & Attitudes)

DESCRIPTION:

Instructional Level:	Middle school/junior high; secondary.
Population Focus:	Regular learners; modifiable/special needs.
Method Focus:	Group instruction.
Teacher Focus:	Additional teacher preparation required.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Combined teacher's guide/learner activities; 200 pp; looseleaf.
Features:	Table of contents; performance objectives; student activities.

ABSTRACT: This teacher's guide was developed to provide activities and resources for the junior and senior high student in career development learning experiences. The guide is divided into five main sections: 1) Self-awareness; 2) Decision-making; 3) Life-style Options; 4) Interpersonal Skills; and 5) Work Values. Each section contains a broad objective which is further broken down into performance and behavioral objectives with a number of activities for each. A large appendix provides many student activities and inventories for teacher duplicating; other activities are referred to in the guide and are available commercially.

COMMENTS: The purpose of this publication is to aid those teachers who are interested in infusing career development into the regular curriculum. It is not a self-contained guide; the teacher would need access to commercially prepared materials to use all the activities. By design, the activities are non-graded, requiring the instructor to use some judgment on individual activities.

LR

VES

APPLICATION FORMS

AUTHOR: Benjamin Piltch

SOURCE: Frank E. Richards Publishing Company, Inc.

VITAL STATISTICS: **YEAR:** 1972 **PRICE:** $2.75 **FORMAT:** Print

FOCUS: Job Seeking Process (Application Forms and Procedures)

DESCRIPTION:

Instructional Level:	Middle/jr. high; secondary.
Population Focus:	Special needs learners.
Method Focus:	Individual and/or group instruction.
Readability:	Large print.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Learner workbook; 25 pp; paperbound.
Features:	Table of contents; student activities; sample forms; charts/graphs.

ABSTRACT: This learner workbook is designed to teach special needs learners how to fill out application forms in a sequential approach. Sample forms emphasizing how to fill out (step-by-step): name, address, telephone number, social security number, training, references, date of birth, sex, physical appearance, marital status, and number of dependents constitute the focus of the workbook. A complete application form for testing mastery of content, a skills checklist for the teacher's records, and a list of questions for role playing are also included.

COMMENTS: The sequential approach to the application form in this workbook breaks the task into manageable steps for the special needs learner. No instructions to the teacher for administration are included, but the content is fairly self-explanatory. Despite its 1972 publication date, this material was evaluated because of the scarcity of materials focusing on the special needs learner and because the content is still relevant and timely.

IG

VES

APPLYING FOR A JOB

AUTHOR: Linda W. Morse

SOURCE: Dissemination Section, Florida Department of Education

VITAL STATISTICS: **YEAR:** 1977 **PRICE:** see comments **FORMAT:** Print

FOCUS: Job Seeking Process (Credential Preparation, Resume Design, Application Forms & Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular; modifiable/special needs.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	Generous spacing; 5th grade reading level.
Affirmative Action:	Neutral.
Research Base:	Field tested.
Format:	Learner workbook; 125 pp; paperbound. Teacher's guide; 43 pp; paperbound.
Features:	Performance objectives; student activities; mastery tests; sample forms; illustrations.

ABSTRACT: This competency-based material on applying for a job is one of six workbooks in the Employability Skills Series, a set of instructional materials designed to teach skills involved in getting and keeping a job. This unit focuses on four areas: pre application (official papers needed for employment, resumes); filling out an application form; interviewing for a job; and post application (follow-up letter, pre-employment tests, accepting a job, failing to get a job). A list of seven knowledge and performance objectives serves as a table of contents. For each objective there are several pages of instructions, practice activities, a mastery test or checklist, and answer keys. A unit review, glossary, and sample resumes are included. A separate teacher's guide provides detailed administration schedules, additional activities, evaluation tools, record sheets, and explanations of the unit's competency-based structure.

COMMENTS: The low reading level, combined with high interest materials, make this excellent workbook appropriate for poor and normal readers alike. Activities are varied, relevant, and clearly defined. The teacher is provided with detailed instructions on using the unit and measuring student performance. The extra touches such as the resource and additional activities lists make the instructor's guide a valuable tool. Student workbook, $3.00; Teacher's guide, $2.20.

ARIZONA DEPARTMENT OF ECONOMIC SECURITY PAMPHLETS

The six pamphlets offered by the Arizona State Employment Service provide concise, beginning information on a variety of job seeking skills. The pamphlets are less expensive if bought in bulk $7.50 per 100 or $ .10 per copy. Helpful Hints for Job Seekers costs $.35 per copy or $25.00 per 100.

Helpful Hints for Job Seekers

This thirty page booklet is perhaps the most helpful of the Arizona State Employment Series because of the comprehensive nature of the content and its positive and motivational tone. Part I examines with humor some of the most common mistakes made by job seekers. Part II "Getting A Job the Right Way" discusses self-appraisal, completing application forms, preparing a resume, using the resume, letters of application, sources of job information, the job interview, and after the interview. Part III discusses work habits and attitudes as well as climbing the career ladder.

The Application Form

This pamphlet emphasizes the importance of the appearance as well as the content organization of the application form. Specific directions are given for completing an application form and making it work for you. A sample application form is included.

The Resume

In this booklet the resume is defined as a personal reflection of the job seeker whose purpose it is to obtain an interview. The content of the resume is described and a very brief explanation of the chronological, functional, and analytical resume is offered. A sample chronological resume is included.

The Job Interview

Preparation for the interview, attitude and appearance during the interview, sample interview questions with answers and after interview procedures are discussed in this pamphlet.

Getting To Know Me-Self Appraisal

This two page booklet offers directions to complete a self-assessment inventory which can be used when preparing a resume or completing an application form.

Finding A Jobs In The Want Ads

Newspaper want ads can be a valuable source of job leads. This booklet discusses the advantages and drawbacks of using them, explains the different types of want ads as well as how to respond to them by phone, letter of application, resume and personal visit.

Your First Job

This pamphlet encapsulates in six pages the two job seeking procedures of networking for a job and completing a personal data sheet, concluding with a brief discussion of appropriate work habits and attitudes once you get a job.

LR

VES

BASIC CAREER DEVELOPMENT (COAS Q294)

AUTHOR: Robert G. O'Neal

SOURCE: Independent Study Program, Indiana University

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** see comments **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 264 pp; plastic spine.
Features:	Table of contents; student activities.

ABSTRACT: Basic Career Development is a one-credit hour, independent study course guide which leads adult job-seekers through the career decision-making process. The guide is divided into four lessons: 1) self assessment in terms of four life-career stages; 2) self assessment in terms of values, interests, abilities, and personal qualities; 3) career decision-making procedures; and 4) analyzing internal influences on career decision-making. Each lesson consists of a reading assignment from either Career and Life Planning Guide or Harrington/O'Shea System for Career Decision Making System (required texts), a discussion of the highlights of the reading assignment, and written assignments to be completed and returned to the instructor by mail. Each lesson must be completed in sequence and it is advised that the student wait for feedback from the instructor before proceeding to the next lesson.

COMMENTS: Enrollment in the Independent Study Program of Indiana University is required for participation in this course (contact the program for current fees). Two resources are required to complete the course: Career and Life Planning Guide ($5.95) and Harrington/O'Shea System for Career Decision-Making System Self Scoring Report ($1.25). The course described here is not for the average high school graduate. It would be more appropriate for the adult learner with some college experience.

PR

VES

BROADENING CAREER OPTIONS FOR WOMEN

AUTHOR: Caryl K. Smith and others

SOURCE: ERIC/CAPS

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $9.00 **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis

DESCRIPTION:
Research Base: Validation information not available.
Format: Manual; 66 pp; paperbound; illustrated.

ABSTRACT:
Written for the counselor of women job-seekers, this publication states five hypotheses regarding why women are under-represented in nontraditional careers and suggests strategies the counselor may use to help women overcome the barriers. The first section of the monograph discusses a range of issues from career planning for women and trends in women's career choices, to developmental counseling strategies for career planning. The second section consists of an extensive resource list on the topics: socialization of women; women in the labor force; minority women and work; counseling women; career programs; career information materials; and resource organizations.

COMMENTS:
This monograph does an excellent job in giving counselors insights into the special problems women encounter in the work world. Practical suggestions as well as theoretical considerations are included. The resource bibliography is especially extensive; however, some references are dated.

IG VES

CARE KIT: COMBINING ACTIVITIES WITH REAL EXPERIENCES (REVISED EDITION)

AUTHOR: Diane Blair and others

SOURCE: Curriculum Publications Clearinghouse

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** see comments **FORMAT:** Kit

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Credential Preparation, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits & Attitudes)

DESCRIPTION:

Instructional Level:	Middle/junior high; secondary.
Population Focus:	Regular; special needs learners.
Method Focus:	Individual instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Teacher's guide; 400 pp; looseleaf. Student activity packets (15). Box of handout masters (86).
Features:	Table of contents; student activities; sample forms; illustrations.

ABSTRACT: The CARE Kit is a package of 86 activities designed primarily for under-achieving students as a supplement to regular classroom instruction in employability skills. The teacher's guide contains directions for management of the kit, student record sheets, 15 student activity packets, 86 handout sheets, and an answer key. The student activity packets are divided into three main topics: 1) Job Getting Skills (6 packets); 2) Understanding Ourselves and Others (5 packets); and 3) Career Choices (4 packets). Students work individually completing the activities as directed by the packets. The activities are not meant to be done in sequence as a total course, but rather as an individualized supplement, when needed, to other classroom activities. Activities are varied in format and range from ten minutes to an hour or more.

COMMENTS: All student materials are contained in the teacher's guide and permission is given to duplicate, making separate purchase of the activity packets optional. The low reading level, step-by-step directions, and humorous illustrations, make this kit highly usable by the target population. Teacher's guide (with student packets and handouts), $15.00; Packet of 140 student worksheets, $1.75; 5 cassette tapes (optional), $10.00.

IG

VES

CAREER ADVISING FOR ADULTS

AUTHOR: Johnnie H. Miles and others

SOURCE: Virginia State Department of Education

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)
Job Retention

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Content supported by research.
Format:	Teacher's guide; 110 pp; plastic spine.
Features:	Table of contents; subject index; bibliography; teacher objectives; performance objectives; student activities; mastery tests; sample forms; illustrated.

ABSTRACT: This instructor's manual addresses the career development needs of adults, but is adaptable for use with other populations. The curriculum may be used in an independent course or incorporated within the regular instructional program. Seven topics are covered in the manual: 1) an introduction to mature students; 2) life/career assessment; 3) career information; 4) the job-search process; 5) maximizing the work experience; 6) life skills and concerns; and 7) student and instructor evaluation of the curriculum. Each of the seven sections is broken down further into subtopics with lesson plans for instruction. Each lesson plan contains objectives, a discussion of the subtopic, a list of resources needed, and a list of exercises with detailed instructions for the teacher and learners.

COMMENTS: This is an easy-to-use instructor's manual which thoroughly discusses each pertinent topic. The format is extremely practical and the presentation is well-organized. Many of the exercises are self-contained with worksheets provided. Others are well-outlined with materials and resources clearly referenced. The manual is an excellent resource for even the most inexperienced instructor.

IG

VES

CAREER AWARENESS, DECISION-MAKING, AND JOB SEEKING SKILLS

AUTHOR: Darryl Laramore and others

SOURCE: Montgomery County Public Schools, Supply Management Division

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits, and Attitudes)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Teacher Focus:	Additional teacher preparation needed.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Teacher's guide; 87 pp; stapled.
Features:	Table of contents; bibliography; teacher objectives; performance objectives; student activities; sample forms.

ABSTRACT: This instructional guide is intended to assist teachers or counselors in planning, presenting, evaluating and expanding curriculum materials for a short course (or separate units) in career awareness, decision-making and job-seeking skills. Instructional and performance objectives, student assessment and criteria statements, and a list of student activities are provided within the six instructional areas: orientation; self-awareness; career awareness; decision-making; job seeking; and job keeping. An optional unit is included to explain theories of vocational choice. The guide concludes with an annotated bibliography of supplementary books for teachers and students as well as sample resume forms.

COMMENTS: This well-organized teacher's manual presents a series of excellent activites on career planning and decision-making so often omitted or de-emphasized due to lack of materials or teacher time. Though a small amount of outside teacher preparation is required (i.e., obtaining some inventories from a placement center), the text presents strategies, sample activities, and resources for the instructor to implement directly in the classroom. This crucial aspect of the job search is presented in a format that is instructionally sound and usable. The text would prove more durable if placed in a looseleaf folder.

IG

VES

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (GRADES 9-12)

AUTHOR:

SOURCE: Interinstitutional Consortium for Career Education

VITAL STATISTICS: **YEAR:** n.d. **PRICE:** $50.00 **FORMAT:** Print

FOCUS:

Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits & Attitudes)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular learners; modifiable/special needs.
Method Focus:	Group instruction.
Teacher Focus:	Additional teacher preparation required.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Field-tested.
Format:	Combined teacher's guide/learner activities; 400 + pp; looseleaf.
Features:	Table of contents; teacher objectives; performance objectives; student activities; sample forms; illustrations.

ABSTRACT:

This teacher's guide provides a multitude of lesson plans to help the teacher infuse career awareness/exploration into the regular academic curriculum. The guide is divided into five main topics: 1) identifying and developing attitudes about the world of work; 2) acquiring knowledge about occupations; 3) identifying personal aptitudes, abilities, and interests; 4) developing skills in decision-making, interpersonal skills, and problem solving; and 5) developing physical and mental skills related to occupational roles. Each unit is broken down into several objectives with lesson plans provided for each objective. Lesson plans indicate the appropriate grade level and academic course, time required, procedures for the teacher, and in many cases, the actual materials to be used in the classroom. Performance indicators are stated and measurable to give the teacher the expected level of outcome from the students.

COMMENTS:

The objectives and goals are well-defined, and appropriate academic settings for each lesson plan indicated. The activities are many and varied, and are appropriate for secondary students. This is an excellent reference to have available when implementing a career education program in regular academic and vocational classes.

LR

VES

CAREER CHOICE AND CAREER PREPARATION

AUTHOR: William J. Schill

SOURCE: The Interstate Publishers and Printers, Inc.

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** $7.95 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Textbook; 289 pp; paperbound.
Features:	References.

ABSTRACT: This is a programmed guidance aid designed to assist students in discovering information about educational and career opportunities. In a series of programmed steps students are led through an exploration of their expressed interests and then directed to a variety of information on occupations, finding occupations, and educational opportunities consonant with their expressed interests. Profiles of occupations contain information on occupational tasks, requirements, location, employment outlook, salary, and sources of additional information.

COMMENTS: Where expressed interests are considered reliable and valid guides to career planning, this programmed textbook provides a unique means of exploring educational and occupational options available to students.

LR

CAREER DECISION MAKING (COAS Q394)

AUTHOR: Robert G. O'Neal

SOURCE: Independent Study Program, Indiana University

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** see comments **FORMAT:** Print

FOCUS:
Decision Making
Self Analysis
Occupational Analysis

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 21+ pp; plastic spine.
Features:	Table of contents; student activities; charts/graphs.

ABSTRACT: Designed for the adult job seeker, this independent study guide (one credit hour) focuses on the practical aspects of job hunting or career changing. Emphasizing the nontraditional approach to career planning, the guide is divided into four lessons: 1) review of the traditional approach to a job search; 2) exploring non-traditional approaches; 3) self-assessment (based on Holland's theory of career decision-making); and 4) occupational analysis through information interviewing. Each lesson consists of a reading assignment from one of the two required supplementary texts, a discussion of highlights from the readings, and written assignments to be completed and returned by mail to the instructor. The final lesson also requires an outside activity by the student, i.e., a visit to a professional to gather information about a particular occupation through an interview.

COMMENTS: Two additional resources are required to complete the exercises in this guide: The Quick Job Hunting Map, advanced version ($1.50), and What Color is Your Parachute? ($6.95), both by Richard N. Boles. Because of the high reading level required, this independent study course is not for the average high school student. The study guide is somewhat content heavy, but the accompanying texts liven it up. Contact the IU Independent Study Program for course fees.

IG

VES

CAREER EDUCATION: A MINI-COURSE CURRICULUM GUIDE

AUTHOR: Joan E. Gonzales

SOURCE: South Carolina Department of Education

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Middle school/junior high.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Teacher Focus:	Additional teacher preparation needed.
Readability:	Double-column copy; generous spacing.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Teacher's guide, 34 pp; paperbound.
Features:	Table of contents; teacher objectives; performance objectives; student activities; sample forms; references.

ABSTRACT: This is an instructor guide for a nine-week mini-course in career education. It is composed of 16 lesson plans (listing teacher and student objectives and activities, resources) covering the following topics: social security; career exploration; stereotyping; values clarification; decision-making; aptitude tests; researching careers; job application forms; letters of application; personal data sheet; check writing; and interviewing. The main instructional resource used in this mini-course is the commercially prepared workbook, Individualized Related Instruction for Entering the World of Work, although other activities from comparable resources may be used. The use of several 16mm films on careers, available from the South Carolina State Department of Education, in conjunction with this course is suggested.

COMMENTS: Lesson plans provide a fairly comprehensive and coherent picture of the variety of topics related to obtaining a job and exploring careers.

IG

VES

CAREER EXPLORATION FOR ADULTS

AUTHOR: Jacala Ehman

SOURCE: Human Resources Department

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** free **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network)
Job Retention (Interpersonal Skills, Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Adult.
Population Focus:	Regular (see comments).
Method Focus:	Group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Generous paragraph spacing.
Affirmative Action:	Addressed.
Research Base:	Content supported by research.
Format:	Teacher's guide; 100 pp; looseleaf.
Features:	Bibliography; teacher objectives; performance objectives; user activities; sample forms.

ABSTRACT: This teachers' manual for a 20-hour course in career exploration for adults was originally developed for and field-tested with displaced homemakers; however, it may also be used with other adult populations. The course is comprised of eight, 2 1/2 hour sessions on: 1) identification of personal interests, values, skills and experiences; 2) identification of ideal career; 3) identification of broad individual potential; 4) understanding a six-step decision-making model; 5) gathering information on careers; 6) identification and resolution of conflicts in career choices/identification of time and money management techniques; 7) development of communications skills/selection of career goals; 8) use of resource network to gather information on employment opportunities. Lesson plans for each session contain detailed instructor directions, learner objectives, lists of required materials for learner activities, and master copies of learner handouts. Some teacher tips and discussion of potential problems (and solutions) in using the material are included as well as a course evaluation form.

COMMENTS: Since this manual evolved from a program designed to help displaced homemakers make career choices, the title is somewhat misleading. The interjection of time and money management techniques and the discussion on developing communication skills disrupts somewhat the cohesiveness of the material devoted to career choice.

LR

VES

CAREER GUIDANCE: A KEY TO SUCCESS

AUTHOR: Leroy R. Boespflug

SOURCE: Dickinson (ND) Public Schools

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** **FORMAT:** Print

FOCUS:
Decision Making
Self Analysis
Occupational Analysis
Job Seeking Process (Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Content supported by research.
Format:	Learner workbook; 225 pp; plastic spine.
Features:	Table of contents; student activities; sample forms.

ABSTRACT: This learner guide was developed to provide a day-to-day working guide for a required nine week 10th grade career guidance class. It is intended as a guide and therefore contains materials supportive of other classroom activities/materials. It is composed of 18 sections covering the following topics: individual values; interests; aptitudes; world of work; work and the work ethic; decision-making; career planning information; study skills; looking for a job; handling the job; preparing a resume; letter of application; application form; job interview; personal finances; income tax; insurance; local government.

COMMENTS: The activities provided may be useful with older students as well as tenth graders. Tenth graders might find the vocabulary in this guide a bit difficult.

LR

VES

CAREER PLANNER: A GUIDE FOR STUDENTS WITH DISABILITIES

AUTHOR: Gwen J. Smith and others

SOURCE: Educational Resource Center, Chaffey Community College

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** free **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Special needs learners.
Method Focus:	Individual and/or group instruction.
Readability:	Double column copy; generous spacing.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Learner workbook; 243 pp; paperbound.
Features:	Table of contents; student activities; photographs.

ABSTRACT: Intended as a guide for students with disabilities, this handbook is designed to help gather both information about the student and information to help choose a job. Chapters 1 and 2 focus on collecting student information on health/medical status, general job interests, skills, and abilities. Chapter 3 discusses job analysis; the process is described, and sample and completed job analysis forms are provided. Chapter 4 addresses job modification, including employer cooperation and information services dealing with adaptive equipment or assistive devices. Role models and locating and interviewing them for job information are discussed in Chapter 5. Chapter 6 provides a sample list of organizations for further assistance. Some tips are given for a telephone conversation or written request for information.

COMMENTS: This guide is appropriate for those who have health or medical disabilities. The high reading level and self-instructional format make it inappropriate for students with mental disabilities. A helpful resource, the workbook presents handicapped individuals and the problems they face realistically and unemotionally.

LR

CAREER PLANNING 4, JOB SEARCH 1: SKILLS, CAREERS, AND RESUMES

AUTHOR: Edited by Susan K. Maycinik

SOURCE: Independent Study Program, Indiana University

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** see comments **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resume Design)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 30+ pp; plastic spine.
Features:	Table of contents; performance objectives; student activities; sample forms; illustrations.

ABSTRACT: This independent study (noncredit) guide is intended to provide the adult job seeker or liberal arts student with the tools to obtain suitable employment. The course is divided into six lessons: 1) career decision-making in terms of personal interests and values; 2) identification of acquired transferable skills; 3) understanding the job market; 4) using career information sources to investigate job characteristics; 5) resume guidelines concerning content and layout; and 6) resume writing guidelines in terms of research on the most effective format. Each lesson contains a reading assignment from one of the two required supplemental texts, a discussion and elaboration of the highlights of the reading assignment, and a written assignment to be completed and returned to the instructor by mail. Students are urged to await feedback from the instructor before proceeding to the next lesson. No exams are required and no grade is given for the course.

COMMENTS: Two additional resources are required to complete the exercises in this guide: For Your Action: A Practical Job Search Guide for the Liberal Arts Student ($8.95), and The Self Directed Search & The Occupations Finder ($2.25). This guide is written in a well-organized, straight-forward manner. The course can also be used in conjunction with the next course in this series, Job Search 2: Letters, Strategies, and Interviews. Contact the IU Independent Study Program for course fees.

LR

CAREER PLANNING 5, JOB SEARCH 2: LETTERS, STRATEGIES, AND INTERVIEWS

AUTHOR: Wayne Wallace and others

SOURCE: Independent Study Program, Indiana University

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** see comments **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Application Forms and Procedures, Interviewing Procedures, Accepting a Job Offer)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learners workbook; 34+ pp; plastic spine.
Features:	Table of contents; performance objectives; student activities; sample forms; illustrations.

ABSTRACT: This independent study (noncredit) guide is designed to lead the inexperienced adult job-seeker or liberal arts student through practical steps in the job-search process. The course is divided into six lessons: 1) correspondence in the job search; 2) a look at traditional job-search strategies; 3) a look at nontraditional job search strategies; 4) practicing job interview skills; 5) developing a personal plan of action for the job search; and 6) evaluating and accepting a job offer. Each lesson contains a reading assignment from a required supplemental text, a discussion and elaboration of highlights from the reading assignment, and a written assignment to be completed and returned to the instructor by mail. Students are urged to await feedback from the instructor before proceeding to the next lesson. No exams are required and no grade is given for the course.

COMMENTS: One additional resource is required to complete the exercises in this guide: For Your Action: A Practical Job Search Guide for the Liberal Arts Student ($8.95). This guide is concise and easy to follow. The personal feedback received on each step of the job-search process is very beneficial, as is exposure to both traditional and nontraditional approaches. The course can also be used in conjunction with the previous course in this series, Job Search 1: Skills, Careers, and Resumes. Contact the IU Independent Study Program for course fees.

IG

VES

CHARLES LIVES AND WORKS

AUTHOR:

SOURCE: Tennessee State Board for Vocational Education

VITAL STATISTICS: **YEAR:** n.d. **PRICE:** see comments **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Credential Preparation, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	Generous spacing; 3 - 4 grade reading level.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Learner workbook; 32 pp; looseleaf. Teacher's guide; 18 pp; looseleaf.
Features:	Student activities; mastery questions; sample forms.

ABSTRACT: This consumable resource is designed to acquaint students with the world of work. Readers are taken on a trip with Charles Radford from June to October. Charles has just graduated from high school and students follow him as he looks for a job, gets one, and lives on his own salary. The workbook provides job-searching techniques, how to apply in writing, telephone techniques, proper behavior during an interview, obtaining a Social Security card, first days on the job, paycheck deductions, apartment searching, car-buying, checking accounts, and budgeting. Each lesson contains a vignette from Charles' life and follow-up exercises relevant to the specific topic. An accompanying teacher's guide provides an explanation of the lesson and teaching suggestions.

COMMENTS: The use of one individual's story as an example helps to unify the concepts involved in job-seeking and independent living. The topics are not covered in-depth, but the teacher's guide provides suggestions for additional activities to enrich the material presented here. The language used is contemporary and the job and life experiences are realistic. Student Workbook = $1.00; Teacher's Guide = $1.00.

IG

VES

COMING ALIVE FROM NINE TO FIVE: THE CAREER SEARCH HANDBOOK

AUTHOR: Betty Neville Michelozzi

SOURCE: Mayfield Publishing Company

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** $8.95 **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary;adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Requires little teacher preparation.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Field-tested.
Format:	Learner handbook; 186 pp; paperbound;
Features:	Table of contents; subject index; bibliography; performance objectives; learner activities; mastery tests; sample forms; illustrations.

ABSTRACT: This handbook is intended for anyone who is contemplating a life change. While it focuses on careers, the word may be expanded to mean "meaningful life activity," since the emphasis is on personal satisfaction. The text is divided into eight chapters covering the areas: 1) exploring wants and values; 2) dealing with stereotypes for men and women; 3) examining career dimensions; 4) self assessment regarding career dimensions; 5) exploring the job market; 6) practical job-searching tools; 7) making decisions for a life change; and 8) exploring the intrinsic rewards of work. Individual exercises relevant to the content of each chapter are included. An instructor's manual accompanies the handbook and provides performance objectives, group activities, and suggested formats for presentation of the content in each chapter.

COMMENTS: This material is appropriate for either individual or group use. The activities are self-contained and require no other materials or waits for results or scoring. The book has been used in semester-long courses, short workshops, and as a supplement to other materials in an already established course. The chapters are independent of one another making the format flexible and suitable to a variety of format needs. The tone of the text is up-beat, assuring, and motivational, with cartoons and other illustrations to add effective humor.

IG

VES

COMMUNICATION SKILLS FOR SUCCEEDING IN THE WORLD OF WORK

AUTHOR: Alice R. Geoffray

SOURCE: McKnight Publishing Company

VITAL STATISTICS: **YEAR:** 1977 **PRICE:** see comments **FORMAT:** Audio-visual

FOCUS: Job Seeking Process (Resource Network, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular and/or special needs learners.
Method Focus:	Group instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Field tested.
Format:	5 sets of 4 audio cassettes; 14-25 min. 5 teacher's guides; 24-32 pp; paperbound. 5 sets of 30 activity booklets; 16 pp. each.
Features:	Table of contents; teacher objectives; student activities; sample forms.

ABSTRACT: This series consists of five separate, self-contained instructional packages, each containing four cassettes, 30 activity booklets, and a teacher's guide. The packages may be used separately, or as a unit in career education, adult education, or co-op work programs. A narrator introduces the situations, and a variety of male and female voices portray various roles. Generally, the wrong way to handle a situation is presented, followed by an example of a good approach. The five packages include the following: 1) Listening On The Job; 2) Speaking On The job; 3) Getting A Job; 4) Getting Along With People On The Job; and 5) Advancing On The Job. Each package follows a general format: a portion of the cassette is played, students participate in discussion and written activities, the cassette is resumed, and more activities follow. The teacher's guide provides extremely detailed instructions for administering the package.

COMMENTS: This series is appropriate for both vocational students and students planning on attending college. These high interest materials are relevant and motivating, with a wide variety of self-correcting activities. Some of the language used in slang examples (Speaking On The Job) is outdated, but this is only a minor distraction. The packages must be purchased separately at a cost of $65.00 each.

LR

VES

THE COMPLETE JOB BOOK

AUTHOR: Arnold R. Deutsch

SOURCE: Cornerstone Library

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** $6.95 **FORMAT:** Print

FOCUS:
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future, Job Change)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Textbook; 230 pp; paperbound.
Features:	Table of contents; bibliography.

ABSTRACT: This text is a compilation of syndicated "Employment World" columns published in newspapers across the country and written by Arnold R. Deutsch. For adults just completing school to those planning retirement, the book deals with all aspects of job-getting and job-holding. Section I discusses the problems of getting a job, from deciding on the right career to preparing a resume and handling the interview. Section II deals with progressing on the job and managing your time, health and money. Section III explores choosing the right career and knowing the right time to change careers. The fourth section of the book considers the options open to workers, including new job patterns, retraining, and planning for retirement. The final section focuses primarily on keeping the career and family together. Each section of the book offers practical advice supported by research findings and realistic examples to illustrate the suggestions.

COMMENTS: This book is primarily for the educated, white collar-worker. Written on a high reading level, the book discusses in depth many aspects of getting and holding a job. No user activities are included but much thought-provoking and practical advice is given. The final section on handling careers and children is especially useful for women and two-career families.

PR

VES

A COUNSELOR'S GUIDE TO VOCATIONAL GUIDANCE INSTRUMENTS

AUTHOR: Jerome T. Kapes and Marjorie Morgn Mastie

SOURCE: Publication Sales, American Personnel and Guidance Association

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $13.50 **FORMAT:** Print

FOCUS: Self Analysis

DESCRIPTION:
Research Base: Content supported by research.
Format: Reference book; 254 pp; paperbound.

ABSTRACT: A reference for counselors or teachers involved in career guidance, this book contains reviews of selected vocational guidance instruments. Forty individual tests are described in a standardized format and critically reviewed for strengths and weaknesses. For easy selection, the tests are divided into seven categories: 1) multiple aptitude batteries; 2) interest inventories; 3) measures of work values; 4) career development/maturity instruments; 5) combined assessment programs; 6) card sorts; and 7) instruments for special populations. Each test was reviewed by a qualified expert with particular attention paid to the reliability and validity of the instrument. Appendices containing sources of information about tests and testing, the APGA policy statement on responsibilities of users of standardized tests, addresses of test publishers, and a subject index conclude the index.

COMMENTS: This is an excellent resource for any professional providing career guidance to students or adults. The standardized format used for description of the instruments makes comparision of individual tests simple. Most of the tests are well-known and frequently used, but some less well-known instruments are included as well.

IG

VES

CRITICAL STEPS OF JOB INTERVIEWING

AUTHOR: Bob Helsel and Peggy Threadgill

SOURCE: Oklahoma State Department of Vocational and Technical Education

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** $250.00 **FORMAT:** Kit

FOCUS: Job Seeking Process (Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Kit: teacher's guide; 57 pp; loose-leaf; student workbook; 57 pp; paperbound. film; 20 min. 6 audio-cassettes; 10-15 min. each.
Features:	Performance objectives; student activites; mastery questions/test.

ABSTRACT: This program is designed for use in secondary and adult classes and deals exclusively with the steps involved in job interviewing. Following an orientation session, introduction to the critical steps of job interviewing and viewing of a job interview film, the program presents four instructional modules: 1) Starting the Job Interview; 2) Answering Questions in the Job Interview; 3) Closing the Job Interview; and 4) Following Up on the Job Interview. Each module includes instructor's activities, critical steps, programmed reading progress checks, and either listen-respond cassettes/ exercises or role-play activities. The program takes 3 1/2 to 4 hours to complete. It contains a program evaluation sheet and an Appendix with common interview questions and worksheets provided to answer them. All materials are directly usable by the workshop leader and are packaged in a plastic briefcase with handle.

COMMENTS: This beautifully packaged kit provides a multi-media, intensive, up-to-date approach to preparing for and having an interview. The student could not help but learn the content due to the sequenced, cumulative design of the instruction which offers immediate feedback, a variety of participatory activities, humor, and positive reinforcement to the individual needs of each learner in the class. The teacher is likewise blessed with an outstanding instructor's manual which leaves nothing to the imagination. This is a valuable, usable teaching tool which is well worth its price.

IG

VES

A CURRICULUM GUIDE FOR PRE-EMPLOYMENT SKILLS

AUTHOR: Steve Pollock

SOURCE: Curriculum Publications Clearinghouse

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** $7.95 **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Application Forms & Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners; modifiable/special needs.
Method Focus:	Group instruction.
Teacher Focus:	Minimal teacher preparation time required.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Content supported by research.
Format:	Teacher's guide; 161 pp; looseleaf. Learner workbook; 50 pp; paperbound.
Features:	Table of contents; bibliography/references; teacher objectives; performance objectives; student activities; sample forms.

ABSTRACT: Forty-two pre-employment competencies are addressed in this forty (40) lesson curriculum guide. Though designed to be a complete course, the units may be implemented separately in a variety of classes. Focused on 15 topics, the lessons include sources of employment, resumes, applications, employment tests, contacting an employer, interviewing, rejection shock, getting hired, and job advancement. Interpersonal skills and work habits and attitudes are also included. Each lesson provides an objective or competency statement, a rationale for the lesson, a discussion of relevant content, student activities, and a performance check. Various sample forms and handouts are provided as well as a student handbook which summarizes the major topics covered in each chapter.

COMMENTS: The looseleaf format of this well-organized comprehensive teaching guide allows the teacher to easily access information and to remove pages for duplication. The lessons on rejection shock, equal employment opportunities, and fringe benefits/unions are especially helpful as this content is not often covered in other materials. This material is designed realistically for teacher use; it is educationally sound, competency based, and comprehensive in scope - an excellent resource.

LR

VES

DECIDING

AUTHOR: H. B. Gelatt, B. Varenhorst, R. Carey

SOURCE: College Board Publications

VITAL STATISTICS: **YEAR:** 1972 **PRICE:** **FORMAT:** Print

FOCUS:
Self Analysis
Decision Making

DESCRIPTION:

Instructional Level:	Secondary, postsecondary.
Population Focus:	Regular learners.
Method Focus:	Group and/or individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 45 pp; illustrated.
Features:	Student activities.

ABSTRACT: This workbook is designed for high school students who wish to explore the activity of decision-making. The roles that values, information, and risk-taking play in decision-making are made clear to the learner, through a variety of learner activities. Activities include completion of inventories, analysis of vignettes, discussion, role playing, and simulation. The workbook concludes with activities aimed at understanding and applying decision-making strategies.

COMMENTS: This is a companion to Decisions & Outcomes. It does not focus exclusively on decision-making as an employability skill, rather it aims at helping students make well-informed, well-considered decisions about themselves, their education, and their future.

LR

VES

DECISIONS AND OUTCOMES

AUTHOR: H. B. Gelatt, B. Varenhorst, B. Carey, G. Miller

SOURCE: College Board Publications

VITAL STATISTICS: **YEAR:** 1973 **PRICE:** $4.00 **FORMAT:** Print

FOCUS: Decision Making Process

DESCRIPTION:

Instructional Level:	Secondary, postsecondary, adult.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 48 pp; paperbound.
Features:	Student activities.

ABSTRACT: This is a student workbook presenting a course of study in the development and application of decision-making skills. Discussion, short fictional stories, and applied activities cover the following topics: (1) defining decision-making, (2) prioritizing decisions, 3) establishing objectives and a career plan, 4) gathering information necessary to make decisions, 5) risk-taking and 6) predicting outcomes.

COMMENTS: This workbook relates the importance of making sound decisions to a variety of life situations including job-seeking. Its unusual activities require active mental participation on the part of the learner. A teacher's guide is available to accompany this workbook.

LR

VES

DICIE AND MYLO GET THEIR JOBS

AUTHOR: Bob Lilly

SOURCE: West Virginia Vocational Curriculum Laboratory

VITAL STATISTICS: **YEAR:** n.d. **PRICE:** **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Middle school/junior high; secondary.
Population Focus:	Regular; special needs learners.
Method Focus:	Individual and/or group instruction.
Readability:	Large print.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Learner booklet; 31 pp; paperbound.
Features:	Illustrations.

ABSTRACT: This comic book is designed to serve as a resource for secondary students participating in the competency-based curriculum, JOB SEEKING SKILLS, produced by the West Virginia Vocational Curriculum Laboratory. The comic book follows two teenagers, Dicie and Mylo, as they look for their first job. Each chapter deals with one aspect of the job-seeking process, including how to find a job opening, writing a letter of application, producing a resume, completing an application and taking a job interview. No student activities are included; rather, the purpose of the material is to introduce each topic in a humorous way and to serve as a springboard for followup activities.

COMMENTS: Dicie, a black girl, and Mylo, a white boy, are appealing and amusing characters who struggle with the problems of a job search. The comic book is a painless, motivating introduction to subsequent activities in the job-seeking process. Although it was designed as part of a specific curriculum, it may easily be used in any planned course of study on this topic.

LR

VES

THE DICTIONARY OF OCCUPATIONAL TITLES

SOURCE: U.S. Department of Labor

ABSTRACT: The Dictionary of Occupational Titles which provides detailed information on over 20,000 job titles is the basis of many career exploration systems. Each of the occupational definitions included in the text contains six basic elements: The occupation code number;* the occupational title; the industry designator; alternative titles (if any); the body of the definition and undefined related titles (if any). This resource groups occupations into a systematic occupational classification structure based on the interrelationships of job tasks and requirements. It is designed as a job placement tool to facilitate matching job requirements and worker skills.

* Each occupation has been given a nine-digit code number. The first three digits are called the occupational group and describe the World of Work. The second three digits describe required and related skills. The last three digits indicate the titles of occupations which connect with the first six digits.

LR

VES

DISCOVER WHAT YOU'RE BEST AT: THE NATIONAL CAREER APTITUDE SYSTEM AND CAREER DIRECTORY

AUTHOR: Barry and Linda Gale

SOURCE: Simon and Schuster

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $8.95 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Field-tested.
Format:	Learner workbook; 160 pp; paperbound.
Features:	Table of contents; user activities; charts/graphs.

ABSTRACT: This learner workbook is designed to help individuals who are planning their career, are considering a career change, or are reentering the workforce after an absence. The material presented helps one identify interests, innate talents, and potential skills through a program called The National Career Aptitude System. Part I of the workbook gives an overview of the system and provides tips for using the rest of the text. Part II consists of a set of self-administered aptitude tests in the following areas: a) business, b) clerical, c) logic, d) mechanical, e) numerical, and f) social. Part III of the workbook provides answer keys for self-scoring each of the tests, as well as information on interpretation of the scores. Part IV consists of directions for using the personal test scores to locate which of 41 career clusters one is best suited for. The final section, Part V, presents a directory of one thousand careers from the career clusters. The directory contains a brief description of the major aspects of each career.

COMMENTS: The system described in this workbook is especially attractive not only because it is self-administered and self-scored, but because the scoring techniques actually point the user to a specific, well-delineated group of careers. Each career cluster is arranged so that careers which require similar amounts of training appear together. The workbook is an excellent tool for anyone attempting to focus on the career best suited to his/her interests and talents.

IG

VES

DON'T GET FIRED! 13 WAYS TO HOLD YOUR JOB

AUTHOR: Durlynn Anema

SOURCE: Janus Book Publishers

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** $2.95 **FORMAT:** Print

FOCUS: Job Retention (Interpersonal Skills, Work Habits & Attitudes)

DESCRIPTION:

Instructional Level:	Secondary; adult.
Population Focus:	Special needs learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Double column copy; 2.5 grade reading level.
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Learner workbook; 64; paperbound. Teacher's guide; 4 pp; pamphlet.
Features:	Table of contents; student activities; photographs; illustrations.

ABSTRACT: Designed for special needs learners, this workbook provides instruction in job retention skills. Thirteen dialogues, illustrated by photographs and involving young workers in confrontations with their bosses, fellow workers, or customers, help students become aware of areas of employer concern. Follow-up exercises encourage students to evaluate what happened in the dialogue. Students then explore similar situations so that they may draw some conclusions about alternative ways to behave. Because users may not be familiar with some of the vocabulary used in the dialogues, phonetics spellings follow the difficult words. Topics covered include: lateness; irresponsibility; sticking to the schedule; following directions; surliness; putting business first; keeping busy; taking criticism; leaving personal concerns at home; getting along with co-workers; taking pride in one's work; arguing with the boss; and dishonesty. A free teacher's guide accompanies the workbook.

COMMENTS: Women and minorities are treated fairly in this workbook. The format is easy to follow and the realistic photographs provide appeal and motivation. The high interest level combined with the low reading level makes the material quite suitable for special needs adolescents. As long as the instructor makes the reason for and use of the phonetic spellings clear, this feature is helpful; otherwise it could be confusing.

IG

VES

ECONOMIC AND SOCIETAL FACTORS OCCUPATIONAL INVESTIGATION GUIDE

AUTHOR:

SOURCE: Occupational Curriculum Laboratory, East Texas State University

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** $6.00 **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future, Job Change)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners; modifiable/special needs.
Method Focus:	Group instruction.
Teacher Focus:	Additional teacher preparation required.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Content supported by research.
Format:	Combined teacher's guide/learner activities; 281 pp; looseleaf.
Features:	Table of contents; performance objectives; student activities; mastery tests; sample forms; illustrations.

ABSTRACT: This comprehensive employability skills guide emphasizes instruction in job-seeking and job-keeping techniques. The learning activities focus on: 1) locating employment sources; 2) locating salaries in classified ads; 3) selecting suitable jobs; 4) learning about the services of the Texas Employment Commission; 5) using a telephone correctly; 6) learning a business letter form; 7) defining terms on job applications; 8) writing a resume; 9) simulating a job application/interview; and 10) recognizing the employee's responsibility to the employer. Each activity includes six basic components: objectives; suggested activities; directions; information sheets; transparency masters; and student handouts.

COMMENTS: Despite its misleading title and rather drab packaging, this guide is full of very worthwhile activities and would be very easy to use in a classroom or workshop setting. Instructions are straightforward and complete. The units in the book may be used sequentially or pulled out to stand alone, fitting the needs of the situation. The scope of the book goes beyond job-related skills to daily living survival skills. One section is geared to Texas users but is easily modifiable for other states. Handouts may be reproduced for student use, mininizing the cost of instruction.

LR

VES

ELEMENTARY DICTIONARY OF OCCUPATIONAL TITLES

SOURCE: Oklahoma State Department of VOC/TECH Education

VITAL STATISTICS: **YEAR:** 1974 **PRICE:** $9.00 **FORMAT:** Print

ABSTRACT: This job reference manual is designed to inform elementary school students about the wide variety of careers that are open to them in various employment clusters: Agri-Business and Natural Resources Related Occupations; Business and Office Related Occupations; Communications and Media-Related Occupations; Environmental Control Related Occupations; Fine Arts and Humanities Related Occupations; Health Related Occupations; Hospitality and Recreation Related Occupations; Manufacturing Related Occupations; Marine Science Related Occupations, Marketing and Distribution Related Occupations; Personal Service Related Occupations; Lodging and Related Services; Public Service Related Occupations and Transportation Related Occupations. Over two hundred occupations are summarized within the framework of the job clusters. Each unit is introduced with a brief description of the job cluster with an accompanying symbolic graphic. Each career description page contains: A Job Summary; History and Future; Work Environment; Training and Education; Qualifications; and Advantages and Disadvantages.

COMMENTS: The book is informative and helpful but not for elementary school students due to the high reading and vocabulary level, the small print, and lack of photographs or illustrations. It would be used more successfully and effectively by middle and high school students. This occupational handbook is designed to be used with the Career Awareness Guide: I Can Be Me From A to Z but may be used as a separate resource.

IG

VES

EMPLOYABILITY SKILLS: COMPETENCY-BASED VOCATIONAL EDUCATION

AUTHOR: Mavis C. Sparks

SOURCE: Melissa Briscoe, Capital Plaza Tower, Frankfort, KY.

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** see comments **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Work Habits & Attitudes; Planning for Future; Job Change)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular and/or special needs learners.
Method Focus:	Group instruction.
Teacher Focus:	Additional teacher preparation needed.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Field-tested.
Format:	Teacher's guide; 444 pp; looseleaf.
Features:	Table of contents; bibliography; teacher objectives; performance objectives; student activities; mastery checklists; sample forms; illustrations.

ABSTRACT: This instructor's manual is to be used as a reference in directing a competency-based instructional program. It is designed to be used in conjunction with 31 Student Modules and 8 slide/sets with cassettes which accompany 8 of the modules. The curriculum may be used in its entirety or selected topics may be used individually. Part I of the instructor's manual gives an overview of the CBVE instructional system, suggestions for addressing special needs students, and a list of required equipment and instructional materials for the curriculum. Part II consists of a detailed instructor's guide to learning activities (including instructor guide sheets, slide-tape narratives, information sheets, answer keys, and teacher checklists) and suggestions for alternate materials and activities for each of the 31 modules.

COMMENTS: Costs: Instructor's Manual = $10; each student module (31 in set) = $10 (may be duplicated for student use); slide/set (8 in set) = $10 each; cassettes to accompany the 8 slide/sets = $10 each. Only the instructor's manual was reviewed here. The manual is a well-organized complete tool which serves as an excellent resource fortheexperiencedor inexperienced teacher.

IG

VES

EMPLOYABILITY SKILLS FOR THE SPECIAL NEEDS LEARNER

AUTHOR: Jerry L. Wircenski

SOURCE: Aspen Systems Corporation

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $72.00 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future, Job Change)

DESCRIPTION:

Instructional Level:	Middle school/junior high; secondary.
Population Focus:	Special needs learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Large print; generous spacing.
Affirmative Action:	Addressed.
Research Base:	Content supported by research.
Format:	Combined teacher's guide/learner workbook; 676 pp; looseleaf.
Features:	Table of contents; bibliography; performance objectives; student activities; mastery questions/tests; sample forms; illustrations.

ABSTRACT: This curriculum manual presents an integrated program of reading, math, and daily living skills designed to assist the classroom teacher in the delivery of employability skills to special needs learners and to aid these students in a successful transition from school to work. The materials are designed for students who have displayed deficiencies or who lack knowledge in the understanding of those factors necessary for employment. The units covered include skills in: 1) socialization; 2) communication; 3) financial management; 4) values clarification; and 5) job procurement and retention. Each unit contains from 5 to 14 lessons, each with an employability, reading, and math activity. Each lesson provides the student performance objectives, a list of resources needed, a content outline, a list of learning activities, and all written materials needed for the activity. Answer keys are also provided.

COMMENTS: This manual would be useful to a special education department serving a large number of students and in need of a wide range of remedial activities. Although the original price is high, the manual contains most needed materials and the price is justified if the entire curriculum is fully utilized. Some math activities are not relevant to the content and seem to be included in each unit just for consistency.

LR

VES

EMPLOYABILITY SKILLS MINI-COURSE

AUTHOR: Richard M. Wysong

SOURCE: Don's Printing, Inc.

VITAL STATISTICS: **YEAR:** n.d. **PRICE:** see comments **FORMAT:** Print

FOCUS:
Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes; Job Change)

DESCRIPTION:

Instructional Level:	Secondary; adult.
Population Focus:	Regular learners; modifiable/special needs.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation time needed.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 84 pp; paperbound. Teacher's manual; 80+ pp; looseleaf.
Features:	Student activities; mastery test; sample forms.

ABSTRACT: This student workbook is a collection of exercises for the secondary student or unskilled adult worker on the practical aspects of the job search. Included are discussions and activities on credential preparation, resumes and cover letters, finding job leads, application letters and forms, job interviewing, managing the paycheck, job habits and attitudes, and handling job change. Sample resumes, cover letters, and application forms and letters are included for the learner's reference. A preemployment test is presented for use as either an instructional screening instrument or as a mastery test of the content. A teacher's guide is available separately.

COMMENTS: This "how-to" student handbook offers practical and direct job-seeking information which the user can immediately apply in a variety of exercises and on sample application forms. The pages of the student manual are color-coded, easily readable, and perforated for easy tear-out. The completed resumes and application forms depict men and women in traditional roles. The student handbook is available for $1.93 each; the teacher's guide is $2.04. Quantity discounts are available.

IG

VES

EMPLOYABILITY SKILLS WORKSHOP PACKET

AUTHOR: Tina M. Tabler

SOURCE: AdvancE

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** **FORMAT:** Print

FOCUS: Self Analysis
Job Seeking Process (Resource Network, Credential Preparation, Application Forms & Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Adult basic education.
Population Focus:	Regular and/or special needs learners.
Method Focus:	Group and/or individual instruction.
Teacher Focus:	Additional teacher preparation needed.
Readability:	Generous spacing.
Affirmative Action:	See comments.
Research Base:	Validation information not available.
Format:	Teacher's guide; 29 pp; plastic spine.
Features:	Table of contents; bibliography; teacher objectives; learner activities; sample forms.

ABSTRACT: Designed for teachers and counselors of adult basic education (ABE) and graduate equivalent degree (GED) students, this guide outlines individualized and small group workshops to help students look for a job. The five workshop sessions in the guide cover the following topics: 1) communicating with others; 2) understanding salable skills; 3) competing with paperwork (applications and resumes); 4) developing effective interviewing techniques; and 5) planning for action (the job campaign). Each session takes approximately three hours and uses formats such as large group presentations, small group interaction and discussion, group task projects, video-taped presentations, and role-playing scenarios. The packet also contains learning objectives for each workshop session, a list of teacher resources, materials needed, and sample forms to be reproduced and used in the sessions.

COMMENTS: This workshop utilizes a variety of activities from group discussions to role-playing, which should help to maintain participants' interest. Directions to workshop leaders are clear and needed resources are clearly identified. A section on how to match personal attributes with job characteristics would strengthen this workshop guide.

IG

VES

ENTERING THE WORLD OF WORK

AUTHOR: Grady Kimbrell and Ben S. Vineyard

SOURCE: McKnight Publishing Company

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** see comments **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Credential Preparation, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Special needs learners.
Method Focus:	Group instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	Large print; 2-3 grade reading level.
Affirmative Action:	Addressed.
Research Base:	Content supported by research.
Format:	Textbook; 301 pp; hardbound. Learner workbook; 140 pp; paperbound. Answer key; 45 pp; paperbound.
Features:	Table of contents; subject index; bibliography; student activities; mastery questions; sample forms; illustrations.

ABSTRACT

This material emphasizes the individual's responsibilities as a worker, consumer, family member, and citizen. The first 4 chapters give practical information on how to get a job: searching for a job; applying for a job; and making a good impression on the job. The next 5 chapters provide advice on how to keep a job: getting along with others; work and safety habits; and development of positive attitudes. Chapters 10 - 13 help students to organize their lives and become autonomous and responsible citizens. The last 3 chapters deal with personal problems and the need to develop a life plan for the various stages of life. A separate student workbook provides a multitude of exercises on each topic in the form of tear-out sheets. An answer key to activities and tests is provided separately.

COMMENTS: This program is the outgrowth of a survey of special education professionals as to the needs of EMH, learning disabled, and other handicapped students in adapting to work and learning adult responsibilities. The writing is direct, specific, and simple, yet at a suitable interest level. Textbook, $12.96; Student Workbook, $4.98; Ans. Key, free.

IG

VES

ENTERING THE WORLD OF WORK (FILMSTRIPS/CASSETTES)

AUTHOR:

SOURCE: McKnight Publishing Company

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** see comments **FORMAT:** Audio-Visual

FOCUS: Job Seeking Process (Resource Network, Credential Preparation, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits & Attitudes)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Special needs learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Not applicable.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	12 filmstrip/cassettes; 6-12 min; color. Teacher's guide; 15 pp; paperbound.
Features:	Student activities.

ABSTRACT: This sound filmstrip series introduces the inexperienced special needs learner to the process of getting and keeping a job as well as becoming an independent consumer and citizen. The program consists of a teacher's guide and 12 filmstrips/cassettes covering these topics: 1) Why We Work; 2) Getting Job Leads; 3) Filling Out an Application; 4) Preparing for the Interview; 5) The Job Interview; 6) Your First Days on the Job; 7) Paycheck Deductions; 8) Starting Out on Your Own; 9) How To Follow Directions; 10) Using a Checking Account; 11) Social Problems and Job Success; and 12) Where to Get Help. The series may be presented in its entirety or selected topics may be used independently of the others. The teacher's guide contains four discussion questions, as well as a written or other student activity, for use after each filmstrip. Each filmstrip/cassette is packaged separately.

COMMENTS: This series would serve best as an introduction to class units on employability skills, either using McKnight's print materials by the same title or other commercially available items. After viewing these filmstrips the student would have knowledge of the steps in the job-seeking process, but could not be expected to have obtained the skills. The program is encouraging to the special needs job-seeker as handicapped and minority indiviuals are presented in a casual, natural way. Some slides do not match the narration, but this is not a major problem. Each filmstrip/cassette = $37.00; set of 12 = $407.00.

PR

VES

ESSENTIAL ASPECTS OF CAREER PLANNING AND DEVELOPMENT
(Second Edition)

AUTHOR: J.C. Atherton and Anthony Mumphrey

SOURCE: Interstate Printers and Publishers, Inc.

VITAL STATISTICS: **YEAR:** 1977 **PRICE:** $10.75 **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future, Job Change)

DESCRIPTION:
Research Base: Validation information not available.
Format: Textbook; 369 pp; clothbound.
Table of contents; subject index; references.

ABSTRACT:
This book discusses preparing for and entering the world of work, adjusting to conditions of work, and advancing in job responsibility. It begins with a discussion of "The World of Work" and then guides the reader through activities associated with career planning (including self-analysis and occupational analysis) and applying for a job. Job retention and advancement on the job are examined in chapters entitled "Making a Beginning and Advancing in Job Responsibility", "Working with Others", "Employer-Employee Relations", "Increasing Job Competency", and "Job Security". The book concludes with discussions of the intelligent use of leisure time, employee benefits, the nature and role of professional and civic organizations, and opportunities for continuing education. Selected references accompany each chapter. The book is written for individuals preparing for employment, but it also can serve as a professional resource guide for counselors and instructors at the secondary and postsecondary levels.

COMMENTS:
This is a comprehensive textbook on occupational planning with a strong emphasis on skills associated with job retention and advancement. Its chapters on the tool skills associated with locating and applying for jobs are adequate given that these chapters occupy only one-eighth of the text. Its treatment of the use of leisure time, professional and civic organizations, and continuing education programs is unique. The publisher indicates that educational discounts are available.

LR

VES

ESSENTIALS OF JOB SUCCESS

AUTHOR: John F. Perry; revised by Charlene W. Calloway

SOURCE: Charlene Calloway, Mississippi State University

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $3.00 **FORMAT:** Print

FOCUS: Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Textbook; 40 pp; paperbound.
Features:	Table of contents; illustrations.

ABSTRACT: Presented as a guide to on-the-job success and fulfillment, the twenty units in this text are designed for those who have just obtained a job or are in the process of doing so. Each chapter contains a discussion of an important job retention skill including: Use of Company Equipment, Accepting Criticism, Accuracy, Enthusiasm, Honesty, Listening and Following Instructions, Appointments, Loyalty, Punctuality, Office Dress, Personal Hygiene, Personality, Work Priorities, Spare Time, Speaking Clearly, Tact and Working With Others, Telephone Usage, Reference Materials, and Continuing Education. Cartoons and illustrations are interspersed among the chapters.

COMMENTS: Since this text contains no user activities, it is basically a job-retention reader filled with relevant and important, yet compressed, information. It can be used by individuals as a resource handbook but perhaps more effectively as a stimulus to prompt group discussion. Role-play situations could be developed by the students and teachers to practice each skill.

LR

VES

EXPLORING CAREER DECISION MAKING

AUTHOR: David W. Winefordner

SOURCE: McKnight Publishing Company

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** $12.96 **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Textbook; 473 pp; hardbound.
Features:	Table of contents; subject index; student activities; sample forms; drawings/cartoons; photographs; charts/ graphs; color.

ABSTRACT: Designed for secondary learners, this text focuses on decision-making as it relates to career choice. Oriented towards helping the learner make long-term goals, the book goes beyond the process of just "getting a job". Each of the fifteen units deals with an area of decision-making, self analysis, or career exploration, and contains: 1) an introduction; 2) an overview of the unit; 3) a list of the key terms, 4) major concepts; 5) activities related to each concept; and 6) a summary which reviews the important points in the unit and helps prepare the learner for future units. Three Appendices are included: a) a variety of materials which the learner uses in career exploration; b) the Worker Trait Group Digest, a description of 12 general areas of work and groups of occupations within each area; and c) an index of key terms used throughout the text.

COMMENTS: This textbook is part of the AEL (Appalachian Educational Laboratory) Career Decision-Making Program. Also included in the program are an activity booklet, The Career Information System, and a set of filmstrips and cassettes. These items were not evaluated or reviewed here.

LR

VES

15 TIPS ON HANDLING JOB INTERVIEWS

AUTHOR: Charles Richmond Grice, Jr.

SOURCE: Career Publishing, Inc.

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** see comments **FORMAT:** Print

FOCUS: Job Seeking Process (Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Pamphlet; 12 pp.
Features:	----------

ABSTRACT: This booklet outlines some basic strategies for use in an interview situation. The strategies are explained in terms of fifteen actions that an individual can take: 1) set out to get a job offer, 2) learn about the company before the interview, 3) prepare questions, 4) prepare answers for anticipated questions, 5) dress to increase self-confidence, 6) arrive early and relaxed, 7) take along all information, 8) learn what to expect from an interviewer, 9) show interest in the company, 10) learn how to talk money, 11) bring closure to the interview, 12) follow-up the interview, 13) learn how to buy time, 14) say no graciously, and 15) avoid common mistakes.

COMMENTS: This is a compact guide to interviewing covering all essential aspects of this facet of employability skills development. Though it is intended for the older job-seeker, its tips are useful for younger job seekers as well. (Cost: $37.50 per 30 copies; $12.50 per 10 copies; $1.25 per individual copy).

LR

VES

15 TIPS ON WRITING RESUMES

AUTHOR: Freda Grones

SOURCE: Career Publishing, Inc.

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $1.25 **FORMAT:** Print

FOCUS:
Self Analysis
Job Seeking Process (Resume Design)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Small type.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Pamphlet; 17 pp.
Features:	Performance objectives; student activities; sample forms.

ABSTRACT: This pamphlet discusses aspects of gathering information about one's educational and work background and converting that information into a resume. Detailed information about designing both the content and format of the resume is provided. A brief discussion and example of a cover letter is also included.

COMMENTS: This is an informative, concise, and systematic examination of the act of preparing a resume. Tips on design, format, and preparation are useful.

LR

VES

FINDING A JOB

AUTHOR: Nathan H. Azrin and Victoria B. Besalel

SOURCE: Ten Speed Press

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $6.95 **FORMAT:** Print

FOCUS:
Self Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Job Change)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Content supported by research.
Format:	Learner workbook; 159 pp; paperbound.
Features:	Table of contents; bibliography/references; sample forms; charts/graphs.

ABSTRACT: The approach described here concentrates on applying the systematic steps of the "Job Club" approach to the at-home, personal job search; that is, "finding a job is a full-time job, your most important job." The workbook provides a structure and a detailed managerial system for each stage of the process including check-lists, sample forms, record keeping mechanisms, and lists of materials needed. The "Job Club" procedures emphasize setting up a practical daily schedule, contacting everyone who can possibly help in the job hunt, organizing a home office, developing a phone set-up to handle messages, learning to use want ads without wasting time, keeping follow-up lists for future reference, and making the best use of the telephone book. Completing application forms, developing an effective resume, obtaining and handling interviews, and writing letters at the various stages of the job search process are also detailed.

COMMENTS: The stated purpose of this book is to teach the reader how to use Job Club principles to get a good job. Research shows the Job Club has been highly successful with the average job seeker as well as with people with severe physical, emotional, and financial problems. The book asks for individual self-discipline to replace the group structure and dynamics--a rather demanding task--but possible with high motivation. The small print and scanty space for writing somewhat impedes the user-friendly approach needed in this somewhat content heavy self-help procedure. The book presumes (with its brief self-analysis section) either that a job (any job) is the goal or that the reader has a career target already in mind.

IG

VES

FINDING A JOB SERIES

AUTHOR:

SOURCE: Interpretive Education

VITAL STATISTICS: **YEAR:** 1973 **PRICE:** $38.35 **FORMAT:** Audio-visual

FOCUS: Self Analysis
Job Seeking Process (Resource Network, Application Forms & Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Special needs learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Additional teacher preparation required.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	5 filmstrip/cassettes; 10-11 min.; color. Teacher's guide; 3 pp; pamphlet.
Features:	Performance objectives; student activities.

ABSTRACT: This filmstrip series, specifically designed for use with special needs students at the secondary level, contains 5 filmstrips with cassettes and an accompanying teacher's manual. Each color filmstrip is 10-11 minutes long with a single voice narrative. Topics covered in the presentation include: 1) Introduction to the World of Work; 2) Finding a Job; 3) Personal Appearances; 4) Interviews; and 5) The Application Form. The teacher's guide includes topics for discussion, suggestions for related activities, and expected student outcomes for each topic of the presentation.

COMMENTS: This series provides clear, basic explanations and tips for job application and interviewing procedures. Personal appearance is emphasized and extensively covered. The program is suitable for group instruction and can also be used individually due to the repetition of key concepts and simple vocabulary.

IG

VES

FINDING A JOB: THE JOB INTERVIEW
(ENGLISH FOR LIVING SERIES)

AUTHOR:

SOURCE: University of the State of New York

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** free **FORMAT:** Print

FOCUS: Job Seeking Process (Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Middle/junior high; secondary.
Population Focus:	Non-English speaking learners.
Method Focus:	Group instruction.
Teacher Focus:	Additional teacher preparation needed.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 9 pp; paperbound. Teacher's guide; 81 pp; paperbound.
Features:	Table of contents; bibliography; performance objectives; student activities; illustrations.

ABSTRACT: The Job Interview is one of 20 modules designed to teach coping and language skills to adolescents for whom English is a second language. This and one other module, Finding A Job: Want Ads and Employment Agencies, deal with employability skills. The other modules focus on daily living skills. The Job Interview is a 9 page learner workbook which helps the student to prepare for and participate in the interview. A comic-strip approach provides an illustrated story which is followed by a dialogue, micro-conversations which provide additional practice in sentence structure, role-playing activities, and additional points for discussion. A teacher's guide covering all 20 modules contains general suggestions for teaching English as a second language and specific suggestions for presenting each module.

COMMENTS: The simplified language used in this module makes it appropriate for younger or special needs learners as well as those learning English. This module could easily be incorporated into any ongoing instructional program which serves these students.

IG

VES

FINDING A JOB: WANT ADS AND EMPLOYMENT AGENCIES
(ENGLISH FOR LIVING SERIES)

AUTHOR:

SOURCE: University of the State of New York

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** free **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Application Forms & Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Middle/junior high; secondary.
Population Focus:	Non-English speaking learners.
Method Focus:	Group instruction.
Teacher Focus:	Additional teacher preparation needed.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 11 pp; paperbound. Teacher's guide; 81 pp; paperbound.
Features:	Table of contents; bibliography; performance objectives; student activities; sample forms; illustrations.

ABSTRACT: This is one of 20 modules designed to teach coping and language skills to adolescents for whom English is a second lanuage. This and one other module, Finding A Job: The Job Interview, deal with employability skills. The other modules focus on daily living skills. Want Ads & Employment Agencies is an 11 page learner workbook which helps learners read and understand help wanted ads, answer questions asked at an employment agency interview, and fill out an application form. A comic strip approach provides an illustrated story which is followed by a dialogue, micro-conversations which provide additional practice in sentence structure, role-playing activities, and additional points for discussion. A teacher's guide covering all 20 modules contains general suggestions for teaching English as a second language and specific suggestions for presenting each module.

COMMENTS: The simplified language used in this module makes it appropriate for younger or special needs learners as well as those learning English. This module could easily be incorporated into any ongoing instructional program which serves these students.

LR

VES

FINDING A JOB YOU FEEL GOOD ABOUT

AUTHOR: Clifford B. Garrison and others

SOURCE: Argus Communications

VITAL STATISTICS: **YEAR:** 1977 **PRICE:** $2.50 **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Learner workbook; 112 pp; paperbound.
Features:	Table of contents; student activities.

ABSTRACT: This booklet consists of eight chapters primarily devoted to self-analysis in preparation for job seeking. Student activities focus on discovering and assessing abilities, interests, values, and personality traits. The book concludes with two chapters: the first assists the student in compiling a "full picture" of his or her strengths, interests, values, etc; which were identified through activities in earlier chapters; the second is a brief discussion of matching this full picture to broad occupational areas. Here a chart of 16 job characteristics matched with abilities/interests, values, and personality traits is provided.

COMMENTS: Students should find the brief self-analysis activities in this booklet useful and easy to complete. At the secondary level this paperback might best be used as a supplement for a broader presentation of the role of self-analysis in employment readiness training. Illustrations in the text may appear somewhat childish to adults, yet the content is relevant.

LR

VES

FINDING YOUR FIRST JOB
(Revised Edition)

AUTHOR: Carl McDaniels

SOURCE: Time Share Corporation

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $3.96 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Readability:	Generous spacing; very small print.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Learner workbook; 74 pp; paperbound.
Features:	Table of contents; bibliography; references; student activities; sample forms; illustrations; charts/graphs.

ABSTRACT: Finding Your First Job is designed to assist students to proceed step-by-step through each phase of the job preparation, job seeking, and job-retention process. The nine comprehensive units include: 1) Careers for the Future (analysis of the labor force and employment rates among industries and occupations); 2) Types of Jobs to Look For (description of job types: long and short term, military, volunteer, training and apprenticeship, and self-employment); 3) Getting Ready To Look (credential preparation and child labor laws); 4) Filling Out the Forms (resume, cover letter, application forms); 5) How to Find Out About Jobs (resource network and record keeping system); 6) The Interview (interview preparation); 7) Deciding Which Job to Take (job decision checklist); 8) Getting Along on the Job (first day, work habits and attitudes, company information checklist); 9) Where do You Go From Here (job evaluation method and checklist, continuing education.)

COMMENTS: On the surface this text appears to be an individual workbook; yet, because of it's comprehensive content and the small print, an average high school student would need direction and structure to complete the reading and valuable activities. A motivated teacher could implement this text with little preparation and would find almost a complete employability skills course within its covers. The introduction and practice it gives students in self-analysis, maintaining records, and completing evaluation checklists are some of the workbook's strong points.

IG

VES

FIRST JOBS

AUTHOR:

SOURCE: Educational Design, Inc.

VITAL STATISTICS: **YEAR:** 1977 **PRICE:** see comments **FORMAT:** Audio-visual

FOCUS:
Job Seeking Process (Resource Network, Credential Preparation, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Middle/junior high;secondary.
Population Focus:	Regular and/or special needs learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	Not applicable.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	9 filmstrip/cassettes; 10-15 min.; color. Teacher's guide; paperbound. 12 spirit masters.
Features:	Student activities; sample forms.

ABSTRACT: For young, regular and special-needs students, this mediated series prepares learners for entry and success in adult employment. The series consists of two modules. The first, Entering the First Job World, contains four filmstrips/cassettes, 12 spirit masters, and a teacher's manual. Topics covered include: 1) The Job Search; 2) Things to Find Out; 3) Tips for Beginning Workers; and 4) Pay and Taxes. Module 2, Five First Jobs, contain five filmstrips/cassettes and a teacher's manual. The module discusses job opportunities in the following specific areas: 1) Fast Food; 2) Office Work; 3) Supermarkets; 4) Service Stations; and 5) Retail Stores. Jobs described include part-time and entry-level positions requiring little specific educational preparation.

COMMENTS: Particularly suitable for special needs and disadvantaged students, but also appropriate for regular learners, this series could probably best be used to supplement other curriculum in the classroom. Each filmstrip contains so much useful information and advice that the instructor would probably want to follow-up with a discussion and/or activities to insure retention of the material presented. Module 1, $109.00; Module 2, $118.00; Complete set, $199.00.

LR

VES

GET A JOB

AUTHOR: Robert R. Carkhuff and others

SOURCE: Human Resource Development Press

VITAL STATISTICS: **YEAR:** 1975 **PRICE:** $3.00 **FORMAT:** Print

FOCUS:
Self Analysis
Job Seeking Process (Resource Network, Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Double column copy; generous spacing.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Learner workbook; 178 pp; paperbound.
Features:	Table of contents; student activities; sample forms; illustrations.

ABSTRACT: For any adult looking to begin, improve, or alter a career, this book provides specific information, skills, and strategies to help one get the right job. Chapter 1 discusses four major steps one can use to sell oneself to the employer. In Chapters 2 and 3 the reader learns how to gather personal information which can prove his/her value to the employer. Chapter 4 helps the reader complete a "job list" which will put him/her in touch with a maximum number of employers. Directions for completing a resume and cover letter are contained in Chapter 5. Finally, Chapter 6 helps the job-seeker gain specific skills to control the job interview to his/her best advantage. Examples, exercises, and sample forms help the reader master the content of each chapter.

COMMENTS: The workbook begins with profiles of 16 applicants for the same job. As they proceed through the steps outlined in the book, some applicants are dropped from the race, others are placed ahead of the pack. Explanations for these happenings help to illustrate why compliance with the suggested strategies help in getting the job. The workbook does not deal with career decision-making; it is assumed the reader already knows which career he/she wants.

IG

VES

GET HIRED! 13 WAYS TO GET A JOB

AUTHOR: Durlynn Anema

SOURCE: Janus Book Publishers

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** $2.95 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Application Forms & Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Special needs learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Large print; 2.5 grade reading level.
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Learner workbook; 64 pp; paperbound. Teacher's guide; 4 pp; pamphlet.
Features:	Table of contents; student activities; photographs; illustrations.

ABSTRACT: For special needs learners at the secondary level, this workbook presents novel approaches which teenagers can use to find part-time or temporary jobs. Thirteen real-life situations are presented in a dialogue format, illustrated by photographs. The 13 situations encourage students to determine their abilities and interests, survey the community to see where they may fit in, and try fresh and innovative ways to get the job. Following each dialogue, exercises help students evaluate what happened in the story and explore what they can do to get themselves hired. Word games and "puzzlers" reinforce related vocabulary and concepts. A free teacher's guide accompanies the workbook and contains instructional suggestions as well as answers to the exercises.

COMMENTS: This workbook combines a high interest level with a low reading level, making it appealing to special needs adolescents. Women are shown in non-traditional roles and minorities are well represented. The phonetic spellings of difficult words are a helpful feature. The format is easy to follow, attractive, and contemporary. The "puzzler" activities following each lesson seem more fun than instructional, but the majority of activities are highly relevant.

LR

VES

GET THAT INTERVIEW

AUTHOR: John G. Gunderson

SOURCE: Focus Publishing Company

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** $3.95 **FORMAT:** Print

FOCUS: Job Seeking Process (Resume Design)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Readability:	Large print; generous spacing.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Learner workbook; 32 pp; paperbound.
Features:	Table of contents; student activities; sample forms.

ABSTRACT: This self-instructional packet for the secondary or postsecondary student takes the individual through a step-by-step process for writing the resume. The workbook begins with a model resume which is then broken down into instructional sections: resume heading; summary of resume; career objective statement; educational history; employment history; job satisfaction statement; memberships, activities, and accomplishments; military history; and personal data. Each section is discussed as to how best to present it and room is provided for the student to write in his/her personal information as it pertains to the subject. Upon completion of the packet, the student should have a resume ready for typing.

COMMENTS: This unique workbook is perfect for the student about to finish school or any adult ready to enter the job market. The user learns the guidelines for resume-writing, examines the components of a model resume, and completes his own resume simultaneously in one easy, continuous process. The model resume uses the chronological format with some functional fluorishes embedded.

LR

VES

GET THE JOB YOU WANT
(Revised Edition)

AUTHOR: Naomi Harris Heschong

SOURCE: Barron's Educational Series, Inc.

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** $2.95 **FORMAT:** Print

FOCUS:
Self Analysis
Job Seeking Process (Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Learner workbook; 93 pp; paperbound.
Features:	Table of contents; student activities; sample forms; photographs, drawings/cartoons.

ABSTRACT: This workbook is written for first time job-seekers, individuals looking for a better or a different job, and individuals re-entering the work force. It is organized around "seven action steps" based upon an individual's response to the questions: "Who in the world are you?" and "What in the world do you want to do?" The seven steps lead a job seeker through self analysis (preparing an inventory of knowledge, skills, experience, and characteristics) job hunting, preparing a portfolio of accomplishments, preparing a resume and cover letter, and interviewing. The book concludes with a postscript containing excerpts of letters written to the author which tell of success stories of individuals who have used this book.

COMMENTS: The unique aspect of this workbook is its emphasis on preparing a portfolio in which a job seeker displays his or her talents, skills, and abilities. The author also provides information on how to follow the action steps using group instruction.

IG

VES

GETTING A JOB

AUTHOR: Dr. Stuart Margulies and others

SOURCE: Educational Design Inc.

VITAL STATISTICS: **YEAR:** 1973 **PRICE:** $149.00 **FORMAT:** Audio-Visual

FOCUS: Job Seeking Process (Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular and/or special needs learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	12 audio cassettes; 13-21 min. each. 24 learner workbooks; 16 pp; stapled. Teacher's guide; 13 pp; stapled.
Features:	Student activities; sample forms.

ABSTRACT: This program, designed for young people with little or no work experience, is suitable for vocational students, regular high school students, and special needs students or adults. The presentation uses two techniques to teach job-seeking skills. The first consists of 9 self-programmed taped lessons which require written responses in the learner workbook. Topics covered in the tapes include: 1) contacting job interviewers; 2) the agency interview; 3) words you must learn; 4) application forms; 5) making a good impression; 6) selling yourself; 7) the positive approach; 8) handling difficult questions; and 9) the wrap-up. The second technique consists of 3 taped dramatic interactions to be followed by group discussion sessions. The discussion tapes may be used at the end of the program or interspersed among the lesson tapes. A teacher's manual provides administrative tips and a detailed guide to the discussion tapes.

COMMENTS: This job-seeking program actually deals only with the application form and interviewing process, but is an excellent, detailed course in these two areas. Little teacher preparation is required as the tapes are self-programmed and the instructor's guide is sufficiently detailed. The written student activities are worthwhile requiring the student to apply skills learned from the tapes. The dramatic interviews are very well-executed.

LR

VES

GETTING A JOB IN TODAY'S COMPETETIVE MARKET

AUTHOR: Adele Lewis and William Lewis

SOURCE: Barron's Educational Series, Inc.

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $3.95 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 100 pp; paperbound.
Features:	Table of contents; bibliography; sample forms.

ABSTRACT: Getting a Job in Today's Competitive Market is a learner workbook designed for unemployed individuals ranging from high school students to adults. The information is organized into eight chapters which explain, give examples, and suggest possible strategies for proceeding through the job-seeking process. Included are a section on job prospects in nearly 30 fields; a self-analysis quiz; 6 ways to write a resume; 10 model cover and follow-up letters; 14 interviewing do's and don'ts; a 25-point job-hunting checklist; and blank forms for the user's job-hunting records. The book closes with a bibliography of selected job reference books.

COMMENTS: This self-help book is attractively formatted and easy to use. The language is simple and the examples are varied and relevant. Some sections are weaker than others; for example, the self-analysis section consists only of 8 simple questions, not enough to base a career choice on. No user activities, aside from the self-analysis quiz, are included.

LR

VES

GETTING AND HOLDING A JOB

AUTHOR: Bernard Schneider

SOURCE: Frank E. Richards Publishing Company

VITAL STATISTICS: **YEAR:** 1983 **PRICE:** $2.95 **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Credential Preparation, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Work Habits & Attitudes)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular and/or special needs learners.
Method Focus:	Individual and/or group instruction.
Readability:	Large print; generous spacing.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Learner workbook; 65 pp; paperbound.
Features:	Table of contents; student activities; mastery tests; sample forms.

ABSTRACT: Developed especially for the young adult ready to seek a job, this workbook provides discussions and exercises to help the user get and keep a job. The first section focuses on the different resources for finding job leads, including friends, want ads, direct application to businesses, and employment agencies. The second section offers suggestions and exercises for handling the job interview. The world of work (i.e., fringe benefits, social security, unions, salary schedules, income tax, and payroll deductions is explored next. The final section contains a discussion and activities designed to help the user become aware of work habits and attitudes which cause one to hold or lose a job. Periodic quizzes are provided to test the user's mastery of the workbook's content.

COMMENTS: The text and activities in this workbook are quite simple, making it appropriate for younger regular learners and young and older special needs students. Inclusion of the section on fringe benefits, unions, social security, etc., is especially helpful to the inexperienced worker. The materials are suitable for either individualized instruction or group instructional settings.

LR

VES

GETTING HIRED: A JOB HUNTING WORKBOOK FOR MONTANA WOMEN

AUTHOR: Candace Crosby

SOURCE: Bitterroot Educational Resources

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Readability:	Large print; double column copy; generous spacing.
Affirmative Action:	Addressed.
Research Base:	Field-tested.
Format:	Learner workbook; 47 pp; paperbound.
Features:	Table of contents; bibliography; student activities; sample forms; illustrations.

ABSTRACT: This job-hunting manual for adult women guides the reader through the processes of self-evaluation, decision-making, and finding a job. The manual is organized into five chapters. Chapter 1, on career/life planning, contains exercises for identifying future goals, job preferences, abilities, and desirable working conditions and benefits. Chapter 2 presents ways to help individuals develop their job-hunting strategies. Chapter 3 provides information and guidelines on developing a resume. Chapter 4 contains information, checklists, and sample questions concerning employment interviews. Finally, Chapter 5 contains a list of resources that can provide additional information or assistance. Varied exercises, sample resumes, and cover letters are included in the appropriate chapters.

COMMENTS: Despite its title, this workbook is appropriate for women seeking a job anywhere in the country. Only Chapter 5, on additional resources for assistance, is specific to Montana women. The workbook is clear, concise, and relevant. It is very sensitive to the needs and fears of women entering the job market for the first time. It is encouraging, yet realistic and practical.

LR

VES

GO FOR IT: HOW TO GET YOUR FIRST GOOD JOB

AUTHOR: Martha Douglas

SOURCE: Chronicle Books

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** $5.95 **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Textbook; 200 pp; paperbound.
Features:	Table of contents; bibliography; user activities; sample forms.

ABSTRACT: This text is designed to help high school students and young adults to make the right career choice and develop a plan of action to achieve employment in that field. Emphasizing the importance of setting long-term goals, the text encourages the young person to rely on his/her own judgment in making the transition from school to work. Ten chapters deal with such topics as making it in school by work not luck, self analysis in terms of personality type, career exploration through networking, setting career goals, building skills and experience while still in school, work habits on the job, and deciding whether college is right for you. Three appendices are included: A) a description of 90 careers indexed by personality type, B) a list of forms an employee must be familiar with, and C) labor laws for minors. Sample tax, social security, withholding, and other forms conclude the book.

COMMENTS: This book is a good reference for the inexperienced worker in choosing the right job. The main focus is career choice. Not enough details are given to lead a youth through the job-seeking process, but an introduction to its various steps is helpful.

IG

VES

GOOD WORK!

AUTHOR: Douglas R. Farrow and others

SOURCE: Dissemination Section, Florida Department of Education

VITAL STATISTICS: **YEAR:** 1977 **PRICE:** see comments **FORMAT:** Print

FOCUS: Job Retention (Interpersonal Skills, Work Habits & Attitudes)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Field tested.
Format:	Student workbook; 103 pp; paperbound. Teacher's guide; 51 pp; paperbound.
Features:	Table of contents; bibliography; performance objectives; student activities; mastery tests; sample forms; illustrations.

ABSTRACT: This student workbook on working habits is one of six units in the Employability Skills Series, a set of materials designed to teach secondary students and adults the skills for getting and keeping a job. This workbook is designed to help the student develop good work habits and focuses on 4 areas: 1) the importance of good work habits; 2) what employers expect from workers; 3) safety on the job; and 4) following company procedures. Fifteen knowledge and performance objectives are presented, with instructions, practice activities, a mastery self-test or checklist, and answer keys provided for each. Accompanying the student workbook, a separate teacher's guide includes a discussion of the competency-based nature of the unit, instructions on administration of the unit, 3 classroom management plans, mastery tests, and sheets for recording student progress.

COMMENTS: These materials are well-organized, easy-to-follow, and easy to administer. The materials have a flexible format that make them suitable for individual or group instructional settings. Thoroughly field-tested, the materials are appropriate for all young adults, including low-level readers, and should take from 10 to 12 hours to complete. Student workbook, $3.00; Teacher's guide, $2.20.

LR

A GUIDE FOR MULTIDISCIPLINARY EDUCATION.
VOCATIONAL INFORMATION — CAREER PLANNING

AUTHOR: Judith Wertheim

SOURCE: Independent Study Program, Indiana University

VITAL STATISTICS: **YEAR:** 1977 **PRICE:** see comments **FORMAT:** Print

FOCUS:
Decision Making
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network; Resume Design; Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 102 pp; plastic spine.
Features:	Table of contents; bibliography; performance objectives; student activities; mastery questions.

ABSTRACT: This independent study (one credit hour) workbook is designed to lead high school graduates through the process of career planning. Topics covered include; 1) vocational information and career planning; 2) self-description; 3) occupational analysis; 4) career decision-making; 5) resume writing; and 6) arranging for the interview. Each section includes discussions as well as student activities ranging from written assignments to investigations in the community. Midterm and final examinations requiring library research are included. All written assignments and tests are to be returned by mail to the independent study instructor for grading and return to the student. The workbook concludes with an appendix containing additional resources on job information networks, types of jobs and job training programs, job outlooks, job seeking tips, job descriptions, and a bibliography.

COMMENTS: This is an upbeat, motivating unit written in a casual, conversational tone. Completion of the exercises requires access to a library and the purchase of certain materials. While most assignments are well-defined and worthwhile, the section on resume-writing would be more effective if examples of actual resumes and cover letters had been included. Contact the IU Independent Study Program for course fees.

PR

VES

A GUIDE TO FREE CAREER GUIDANCE MATERIALS

AUTHOR: Susan Meldrum

SOURCE: Illinois State Board of Education, Adult Vocational and Technical Education

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $3.00 **FORMAT:** Print

FOCUS: Occupational Analysis

DESCRIPTION:
Research Base: Not applicable.
Format: Manual; 65 pp; looseleaf folder.

ABSTRACT: This guide is a result of efforts to assist local educational agencies in their efforts to update and improve existing career guidance programs. It enables schools to access a large volume of free career guidance documents in a cost efficient, effective manner. The guide consists of: a listing of over 900 free career related materials produced and made available by national associations, corporations, and governmental agencies; two sets of mailing labels alphabetized by organization or company name; and two sample letters for using the mailing labels.

COMMENTS: This manual achieves its goal as a well-designed, usable, inexpensive system for attaining free career materials; a valuable, handy resource for both teachers and career counselors.

LR

VES

HANDBOOK OF EMPLOYMENT SKILLS FOR DISPLACED HOMEMAKERS

AUTHOR: Adopted and revised by Carol R. White

SOURCE: Curriculum Publications Clearinghouse

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** $ .50 per copy **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Work Habits and Attitudes, Planning for Future)

DESCRIPTION:

Instructional Level:	Adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Pamphlet; 50 pp; paperbound.
Features:	Table of contents; sample forms.

ABSTRACT: This handbook is designed to assist women returning to the workforce to assess their own skills, to realize the transferability of their skills and experience to the present-day job market, and to express them specifically and accurately in the conventional employment procedures of the interview, resume, and application form. An additional unit offers practical preparation suggestions for taking employment tests. The booklet concludes with brief discussions of a variety of relevant topics for the new employee; forms to be completed; labor unions and professional groups; employee benefits; job descriptions; job survival units; job advancement suggestions; job termination; and equal employment rights. A pocket resume form, checklist for the job interview, and sample functional resume conclude the booklet.

COMMENTS: The fifty pages of this handbook contain information that is practical and relevant to the displaced homemaker -- a good starting point to future job seeking and job keeping endeavors.

IG

VES

HARRINGTON-O'SHEA CAREER DECISION-MAKING SYSTEM

AUTHOR: Thomas F. Harrington and Arthur J. O'Shea

SOURCE: American Guidance Service, Inc.

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** see comments **FORMAT:** Print

FOCUS:
Decision Making
Self Analysis

DESCRIPTION:

Instructional Level:	Grades 7-12; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Content supported by research.
Format:	Folder with loose materials.
Features:	Vocational interest test; self-scoring guide.

ABSTRACT: This is a systemized approach to career decision-making that integrates four major dimensions in choosing a career: abilities; values; interests; and information. Clients record in the Survey Booklet the following personal information: stated occupational choices; school subject preferences; job values; abilities; plans for future education or training; and degree of liking for 120 items describing work activities. Responses may be self-scored and results used to identify three or four career clusters for further exploration. An interpretive folder teaches the client how to compare these career clusters with the self-reported interests, values, abilities, and plans. Machine-scoring is also available on an individualized or group summary basis. Administration time is 30-45 minutes.

COMMENTS: The Career Decision-Making System serves equally well as a self-administered and self-scored activity, as a group counseling device, and as an introduction to a total career development program. It is designed for age 12 and above, but some 12 year olds may have difficulty with the written items. An audio cassette is available for use with poor readers. Available in either English or Spanish, the cost for a set of 25 self-scored editions is $23.75. Contact the source for machine-scoring costs and quantity discounts.

LR

VES

HELP FOR JOB HUNTERS

AUTHOR: Joe Karmos

SOURCE: University Press of America

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $8.00 **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes, Job Change)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Learner workbook; 177 pp; paperbound.
Features:	Table of contents; student activities; references; mastery questions/tests; sample forms; drawings/cartoons; charts/graphs.

ABSTRACT: Help for Job Hunters offers a comprehensive ten-step program for job seekers who have been out of work for some time, for those who are looking for their first jobs or have few job skills, and for jobless people who have many talents and abilities. The workbook emphasizes the importance of "straight", rational thinking (as opposed to "crooked," self-destructive emotions) for maintaining the successful job search. The essential aspects of the job-search process--How To Sell Yourself in an Interview; Getting Job Leads; Making Phone Calls; Resumes; Letters of Application; and Reference Letters--are covered in detail. Also presented are Tips on Holding a Job, Positive Worker Traits, Survival Skills, How to Quit a Job Etc., and a chapter on the Child Labor Laws of 1977. Each unit contains cartoons, drawings, sample forms, and charts of important information illustrating the major points. Self quizzes end each chapter. A list of references and a comment sheet for users to return to the author conclude the book.

COMMENTS: This job search "anthology" is jammed full of vital and practical information and presents several unique approaches to the job search. Particularly beneficial is the unit on preparing a positive mind-set for developing a good self-concept during the employment process. The self-quizzes are interesting and motivating requiring the user to apply what he/she has read. The appropriate illustrations help to break up what could border on a content-heavy text due to the small size of the pages.

LR

VES

THE HOMEMAKER'S JOB-HUNTING GUIDE

AUTHOR: Kathi Clayton and Andrea Fincke

SOURCE: Pennsylvania Commission For Women

VITAL STATISTICS: **YEAR:** 1980 (revised) **PRICE:** $0.37 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	----------
Format:	Pamphlet; 15 pp.
Features:	Table of contents; bibliography; sample forms.

ABSTRACT: This is one of eight publications available from the Pennsylvania Commission For Women. This resource guide was developed to help ease the way to employment for women homemakers returning to or entering the labor force for the first time. It provides basic information about preparing for a job (assessing skills, locating occupational information, preparing resumes, getting ready for an interview). A brief discussion of handling discrimination on the job and coordinating job and family life is also included.

COMMENTS: For the first time job-seeker this is a compact, informative resource guide to employability skills development.

LR

VES

HOW TO FIND A JOB: A BEGINNER'S HANDBOOK

AUTHOR: Susan J. Jeffers and Ellen F. Carr

SOURCE: Career Publishing, Inc.

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** see comments **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	----------
Format:	Pamphlet; 27 pp.
Features:	Table of contents; student activities.

ABSTRACT: This booklet presents a series of forty-five short tips or suggestions on preparing for and finding a job. It addresses the basic elements of uncovering interests and skills, seeking information about types of employment, preparing a resume, and dealing with an interview situation. It promises a "personal approach" to helping individuals get started on the task of job seeking.

COMMENTS: Providing so many suggestions in so few pages obviously doesn't leave much room for in-depth discussion of all the topics in employability skills development. The pamphlet is interesting, takes a very personal approach, makes for easy reading, and offers some advice on activities associated with job-seeking. (Price: $37.50 per 30 copies; $1.25 per extra copy.)

IG

VES

HOW TO GET A JOB

AUTHOR: William A. Fraenkel

SOURCE: Superintendents of Documents, U. S. Government Printing Office

VITAL STATISTICS: **YEAR:** 1976 **PRICE:** **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Credential Preparation, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Special needs learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation time needed.
Readability:	Large print format; generous spacing.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Learner workbook; 29 pp; paperbound. Teacher's guide; 13 pp; paperbound.
Features:	Student activities; illustrations.

ABSTRACT: Prepared for teachers of mentally handicapped students, the teacher's guide which accompanies the student booklet, "How To Get A Job", contains teaching suggestions for each of the topics covered: job analysis; self-analysis; job searching; interviewing; and starting to work. A vocabulary list for each section of the text is included. The student text contains an illustrated discussion of each topic including: a jobs list (geared to special needs workers); a checklist of important points to be used as a post-test; and a page for students to record appointments, addresses, and phone numbers.

COMMENTS: The teacher's guide contains suggestions for innovative activities such as use of the newspaper, role-playing, field trips, guest speakers, and discussions which rely on the ability and resources of the teacher to implement. The teacher can modify the teaching approach to best fit the capabilities of the students and their past educational experiences.

LR

VES

HOW TO GET A JOB: IT'S YOUR MOVE

AUTHOR:

SOURCE: Ohio Bureau of Employment Services

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** see comments **FORMAT:** Print

FOCUS:
Self Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Booklet; 21 pp; paperbound.
Features:	Table of contents; student activities; sample forms.

ABSTRACT: This booklet offers instruction on how to find and get a job. Five topics in the job-seeking process are covered: 1) looking at personal job choices; 2) finding job leads; 3) applying for the job; 4) evaluating the interview; and 5) writing a resume. A sample resume, cover letter, and blank application form are included for the user's reference and practice. Other exercises include self-analysis inventories and an after-the-interview checklist.

COMMENTS: The approach to job seeking in this booklet is essentially conservative. The topics are not covered in-depth; rather, the material is designed to serve as a review of job hunting steps and would be useful in alerting the user to the range of tasks necessary for a successful job-search. Single copies of the booklet are available free-of-charge.

LR

VES

HOW TO GET A JOB--WITH "NO EXPERIENCE" OR "NOT ENOUGH"

AUTHOR: Harlan Usher

SOURCE: Ell Ell Diversified, Inc.

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $7.95 **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Readability:	Large print; generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Textbook; 127 pp; paperbound.
Features:	Table of contents; subject index; bibliography; student activities; sample forms.

ABSTRACT: Primarily for secondary students, but also usable by postsecondary students and adults, this book addresses the topic of how to get a job with little or no experience. Major sections include: 1) how to choose your career; 2) how to prepare yourself for the career and job search; 3) how to secure the job on your own; and 4) how to wrap up the job search. Under these headings, the author describes a 14-step procedure to be followed which includes self analysis, occupational analysis and practical job-seeking skills (i.e., where one finds jobs, resume preparation, applications, interviewing). Several exercises are suggested such as completion of "Your Personal Inventory." The appendix includes a "Job Language Index" to familiarize readers with the jargon associated with a job search.

COMMENTS: As the title implies, this book addresses the issue of how to get a job with particular attention paid to those who have little or no experience. The suggestions are practical and uncomplicated; the language is concise, positive and understandable. The simplistic cover, drawings, and typewritten print detract from its appeal, but the friendly and understanding tone of the text make this a highly usable resource.

LR

VES

HOW TO GET THE JOB THAT'S RIGHT FOR YOU: A CAREER GUIDE FOR THE 80'S

AUTHOR: Ben Greco

SOURCE: Dow Jones - Irwin

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** $6.95 **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Job Seeking Process (Resource Network, Resume Design, Interviewing Procedures)
Job Retention (Job Change)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 210 pp; paperbound.
Features:	Table of contents; subject index; bibliography; student activities; sample forms.

ABSTRACT: Using a six-step model, this book offers concepts and techniques to meet the needs of a lifetime of career decision-making. The authors recommend that the reader develop a good understanding of the schema before moving on to the self-inventory section which measures achievement, personal preferences, personality, acquired abilities, and values and needs. Once self-analysis is completed, the book focuses on practical job-search techniques: investigating major sources of job leads; writing an effective resume; and handling a job interview regardless of the situation. Checklists, written exercises, and other activities guide the user through the process, and each chapter concludes with a summary of the most important concepts. Appendices include a list of references useful in researching career opportunities, a personal inventory form, an employer data form, and a qualifications ranking sheet.

COMMENTS: One of the few "how-to" books which incorporate a deliberate decision-making strategy into the job-search process, this text is primarily directed to the white-collar worker. It is somewhat content-heavy, and a high level of reader motivation is required to complete the book. The many examples and exercises help to maintain interest.

IG

VES

HOW TO HOLD YOUR JOB
(Revised Edition)

AUTHOR: Stanley E. Fudell

SOURCE: Pro-Ed

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** see comments **FORMAT:** Print

FOCUS: Job Seeking Process (Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Special needs learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation time needed.
Readability:	Reading level - 2nd to 3rd grade.
Affirmative Action:	Neutral.
Research Base:	Content supported by research.
Format:	Teacher's guide; 94 pp; paperbound. Learner workbook; 100 pp; paperbound.
Features:	Table of contents; teacher objectives; performance objectives; student activities; mastery questions.

ABSTRACT: Based on interviews and questions with employers who have hired or had jobs suitable for retarded individuals, this curriculum guide and student workbook reflect the positive work attitudes and values the employers indicated as basic and necessary to their success as workers. Written at the 2nd to 3rd grade reading level, the thirteen units of instruction are divided into twelve days of classroom work and should span three weeks; they can be incorporated into a semester or full year of instruction. The Teacher's Curriculum Guide explains each daily lesson in detail, stating the purpose, materials, sequence of the lesson, and both teacher and student activities. The final chapter "Going For Your First Job Interview" is designed to transfer the student from the school phase to preparation for the actual employment situation.

COMMENTS: There are very few materials available solely on the topic of keeping a job. These excellent materials are especially valuable for their focus on the special needs learner. The texts are readily usable by both student and teacher and are easily integrated into the classroom situation as well as rehabilitation and habituation programs. Purchased as a kit the cost is $22.00; purchased separately, the teacher's guide is $18.00 and the consummable student workbook is $9.00.

IG

VES

HOW TO SELL YOURSELF: THE JOB-SEEKERS' BIBLE

AUTHOR: Lawrence E. Barlow

SOURCE: Career Publishing, Inc.

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $8.95 **FORMAT:** Print

FOCUS:
Self Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Work Habits & Attitudes, Job Change)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual; group instruction.
Teacher Focus:	Requires little teacher preparation.
Readability:	Large print; generous spacing; 9-10 grade reading level.
Affirmative Action:	Neutral.
Research Base:	Field-tested.
Format:	Self-programmed text; 250 pp; paperbound. Instructor's Guide; 23 pp; paperbound. Student activity booklet; 55 pp; paperbound.
Features:	Table of contents; student activities; sample forms.

ABSTRACT: Primarily for self-instruction, this text provides motivational instructions instructions and specific job-search tools and technical to address the psychological and technical aspects regarding unemployment, job-seeking, retention, and termination. The book illustrates aspects of acquiring employment including knowing oneself, interviewing, writing resumes, using job-seeking tools, and retaining or terminating a job. KEY CONCEPTS summarize the important thoughts of the previous page(s) while cuing the reader to the fact that one concept has ended and a new concept is beginning.

COMMENTS: This is an easy-to-read book which is carefully formatted to increase the success patterns of the learner. The material may easily be integrated into an existing job skill program or may be presented as an independent unit through which many individuals are rotated. The material is suitable to entry-level through mid-management positions.

LR

HOW TO WIN IN A JOB INTERVIEW

AUTHOR: Jason Robertson

SOURCE: Prentice-Hall

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** $4.63 **FORMAT:** Print

FOCUS: Job Seeking Process (Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Learner workbook; 136 pp; paperbound.
Features:	Table of contents; subject index; charts/graphs.

ABSTRACT: This book, written by a personnel director of a Fortune-100-rated company, describes a strategy for having a successful personal interview. Revealing the tricks and techniques professional interviewers use, the book contains typical questions routinely encountered in the interview situation and tips on how best to answer them. The author shows the reader how to be an active, responsive listener and explains the personality factors and criteria on which interviewees are evaluated. The book contains a sample interview in which the reader can 'listen in' to the interviewer's reactions, a list of shouldn't-be-asked-but-often-are questions and answers to field them tactfully, advice on how to follow up an interview, and suggestions for controlling the interview, such as dealing with silence, and becoming aware of body language and the pitfalls to avoid in the interview.

COMMENTS: This is a soup-to-nuts guide for all aspects of the interview, particularly helpful for insight into the mind of the interviewer and how to interpret and field questions. The book is practical, thorough, and very readable. Practice activities might have improved the material, but the book does not seem to suffer from the lack of them.

LR

VES

HOW TO WRITE BETTER RESUMES

AUTHOR: Adele Lewis

SOURCE: Barron's Educational Series, Inc.

VITAL STATISTICS: **YEAR:** 1983 **PRICE:** $4.95 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular Learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Learner workbook; 298 pp; paperbound.
Features:	Table of contents; bibliography/references; student activities; sample forms.

ABSTRACT: The objective of this comprehensive resource is to assist the serious job seeker in preparing a carefully thought out, attractively designed, well-written resume. To this end, the first six units of the text include: instructions for, the advantages of, and models for the five basic resume styles (chronological, functional, analytical, synoptic/amplified, and imaginative); 120 model resumes for job seekers with "special" backgrounds (handicapped, over-forty, returning housewives, foreign born, and employed people looking for a job change, promotion or change in salary or status); and six sample cover letters. The last three units contain job seeking information including a self-analysis quiz, networking suggestions, interviewing techniques, sample follow-up letters, and a job-search record-keeping system. The appendix consists of an updated job and salary outlook in selected occupations.

COMMENTS: In a graphically appealing format, this text offers positive and practical advice as well as comprehensive developmental resume writing instruction. The job seeker has generous space to complete personal resume preparation information and a wide variety of resume models to use as references in the development of a "superior" resume. The bold printed resume "TIPS" are particularly helpful. The job seeking information is more a summary of relevant suggestions than a complete resource in this area.

IG

HOW TO WRITE A RESUME

AUTHOR:

SOURCE: Guidance Associates

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** $79.50 **FORMAT:** Audio-visual

FOCUS: Job Seeking Process (Resume Design)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	2 filmstrip/cassettes; 10 min. each; color. Teacher's guide; 28 pp; paperbound.
Features:	Table of contents; student activities; mastery questions; sample forms.

ABSTRACT: This two-part filmstrip/cassette series is designed to provide secondary and postsecondary students with knowledge of what resumes are, what purpose they serve, and how they are written. Each of the filmstrips lasts 10 minutes and depicts students who have gone through the resume writing process. Thus presented from the student's point of view, the program outlines typical resume formats, showing the correct layout of the information and emphasizing the need for a clear statement of job objectives. The writing of a cover letter is also demonstrated. The teacher's guide which accompanies the program contains the program objectives, a transcript of each filmstrip, discussion questions for each filmstrip, and examples of completed resumes and cover letters. Nine steps to carry out a successful job hunt are also included.

COMMENTS: This appealing and professionally produced program provides an in-depth look at resume writing procedures. Photography and graphics are well-done and coordinate well with the narration. The use of humor is motivating and refreshing. Directions are straightforward and simple, yet very complete - an excellent teaching tool.

LR

VES

I WANT A JOB

AUTHOR: Margaret W. Hudson and Ann A. Weaver

SOURCE: Frank E. Richards Publishing Company

VITAL STATISTICS: **YEAR:** 1964 **PRICE:** $2.75 **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Credential Preparation, Application Forms and Procedures, Inteviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Special needs learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Learner workbook; 36 pp; paperbound.
Features:	Table of contents; student activities; sample forms; illustrations.

ABSTRACT: This workbook is primarily composed of activities for the special needs learner to do as a means of acquiring and practicing the rudiments of job-seeking skills. The student learns the content through a variety of exercises that require a minimum of reading and through completion of sample forms. There is an illustration for each lesson as well as ample space to write. The following topics are covered in the text: Getting a Job; Getting My Social Security Card; Finding Out About Jobs; Applying for a Job; Having an Interview; Getting a Work Permit; Keeping My Job.

COMMENTS: Though published in 1964, this text is one of the few materials of this type available for the special needs learner. The simple activities are relevant and offer good practice in the job-seeking skills covered.

PR

VES

IMPLEMENTING SCHOOL-TO-WORK TRANSITION SKILLS FOR DISADVANTAGED YOUTH

AUTHOR: Jerry L. Wircenski

SOURCE: Pennsylvania State University, Division of Occupational & Vocational Studies

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** **FORMAT:** Print

FOCUS: School-To-Work Transition Skills

DESCRIPTION:
Research Base: Final Report of research project.
Format: Manual; 138 pp; paperbound.

ABSTRACT: This is the final report of a project which identified those skills that are necessary for disadvantaged youth to make a successful transition from school to work, and disseminated resource materials for use in helping vocational educators plan and develop school-to-work transition skills development programs. Data from a literature search and interviews with vocational educators and employers resulted in the identification of 123 transition skills in the following areas: 1) pre-employment (communication, information processing, decision-making, reading, writing, computation, personal skills, and career exploration skills); 2) employment search (job search, job application, test taking, and interview skills); and 3) post-employment (job and daily living skills). These skills were validated by a group of 21 experts in the field and 12 employers. Also identified were materials, approaches, and model programs for delivery of transition skills to disadvantaged youth.

COMMENTS: This report would be of interest to personnel such as university teacher educators, special needs teacher educators, secondary school directors, vocational teachers, special education teachers, and state office personnel. The project is fully described and outcomes clearly identified.

INDIANA DIVISION OF EMPLOYMENT SECURITY PAMPHLETS

The Indiana Division of Employment Security has developed a series of pamphlets which provide concise suggestions and reminders to job seekers on a variety of subjects pertinent to various areas of employability skills. The following abstracts review but a few of these free offerings.

How To Sell Your Product (1981)

Using the theme of careful packaging, this one page pamphlet gives job seekers of all ages seven basic self-marketing suggestions for the job search.

How To Prepare Yourself for Job Interviews. (1978)

This tiny, ten page pamphlet designed for secondary students could also be used successfully with special needs learners. Pre-interview suggestions are discussed such as the importance of preparing yourself for the interview by self-analysis, doing research on a firm, and checking personal appearance. Important interviewing procedures are also included.

Finding a Job is Hard Work. (1981)

This pamphlet gives a concise overview of necessary steps to take in the difficult process of finding a job. Step 1 offers six helpful, general hints for the job search. Step 2 outlines the important elements of a resume including a suggested resume outline. Step 3 discusses preparation for the interview. Step 4 suggests appropriate behavior during an interview. A listing of the State Employment Service Agency addresses throughout the major cities in Indiana is included.

Tips to Successful Job Hunting. (1975)

This brief pamphlet simply lists the do's and don'ts of the interview process.

18 Helpful Hints-On Job Hunting. (1979)

This one page pamphlet designed for the secondary regular or special needs learner offers eighteen important suggestions for preparing for the interview, selling yourself to an employer during the interviewing situation, and proceeding with the job search after the interview.

List Your Selling Points In a Resume. (1981)

This pamphlet briefly discusses the preparation for developing a resume, the information needed, and the organization and format of a resume. A suggested outline for the resume is offered.

IG

INDIVIDUALIZED RELATED INSTRUCTION FOR SUCCEEDING IN THE WORLD OF WORK

AUTHOR Grady Kimbrell and Ben S. Vineyard

SOURCE: McKnight Publishing Company

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** $4.98 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary.
Population Focus:	Regular learners; modifiable/special needs.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation time.
Readability:	Double column copy; generous spacing.
Affirmative Action:	Neutral.
Research Base:	Content supported by research.
Format:	Teacher's guide; 5 pp; paperbound. Learner workbook; 128 pp; paperbound.
Features:	Table of contents; bibliography/references; performance objectives; mastery questions/tests; sample forms; illustrations.

ABSTRACT: This activity manual was prepared especially for students involved in work experience programs in which it is impossible to meet as a group, yet is most adaptable for use in vocational classes which meet regularly. Twenty individualized classes cover the gamut of employability skills from career decision making and job search skills to developing proper habits and attitudes on the job. Eleven units emphasize self-appraisal and goal analysis. Actual inventories and appraisal scales are included for the job seeker to complete. The remaining nine units cover locating vacancies, making applications, writing letters of application, preparing a data sheet, and interviewing applicants. Included in these chapters are employer-employee case studies designed to allow the user to problem-solve from the employer's viewpoint as well as vocabulary, mathemetics, and clerical aptitude tests.

COMMENTS: The "individualized instruction" aspect of this workbook allows flexibility in meeting specific content needs as well as individual needs and is easily managed with student record sheets. The self and career analysis section is one of the most comprehensive units we have reviewed; more teacher direction would be beneficial in administering it. The cartoons are relevant, add a light touch and are as provocative as the problem-solving case studies.

IG

VES

JANUS JOB INTERVIEW GUIDE

AUTHOR: Arnold Livingstone

SOURCE: Janus Book Publishers

VITAL STATISTICS: **YEAR:** 1977 **PRICE:** $3.30 **FORMAT:** Print

FOCUS: Job Seeking Process (Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Special needs learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Large print; double column copy; generous spacing; 2.6 grade reading level.
Affirmative Action:	Addressed
Research Base:	Not applicable.
Format:	Learner workbook; 80 pp; paperbound. Teacher's guide; 4 pp; pamphlet.
Features:	Table of contents; student activities; mastery test; photographs.

ABSTRACT: This workbook is designed to train special-needs job seekers to prepare for the job interview. The first three chapters explain the nature of the job interview, the steps to be followed in preparing for an interview, and the do's and don'ts of the interview itself. The rest of the workbook presents 15 actual interview situations emphasizing entry-level jobs that are attainable with a low level of educational preparation. Students are directed to read the interview dialogue and study the photographs. They then complete a memory check exercise, rate the applicant on an interview rating form, complete a short answer exercise, and work a short puzzle dealing with a concept from the interview. A free teacher's guide accompanies the workbook and contains teaching suggestions, follow-up activities, and answer keys.

COMMENTS: This is a practical and useful guide for poor readers and other special needs students. The end-of-chapter exercises, especially the interview rating form, are excellent evaluation tools and provide learner insight into the do's and don'ts of the interview process. Photos and page layouts are contemporary and effective. The teacher's manual provides helpful suggestions on how best to use the book.

IG

VES

JANUS JOB PLANNER: CAREER PLANNING

AUTHOR: Wing Jew and Robert Tong

SOURCE: Janus Book Publishers

VITAL STATISTICS: **YEAR:** 1976 **PRICE:** $3.20 **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis

DESCRIPTION:

Instructional Level:	Middle/junior high; secondary.
Population Focus:	Special needs learners.
Method Focus:	Group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Large print; double column copy; generous spacing; 2.0 grade reading level.
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Learner workbook; 88 pp; paperbound. Teacher's guide; 4 pp; pamphlet.
Features:	Table of contents; student activities; mastery tests; photographs; illustrations.

ABSTRACT: This workbook provides assistance for middle or high school special needs learners in making career choices. The Job Planner leads students through a series of simple, self-scoring inventories that help them to assess their work-related interests, values, attitudes, preferences, and experience. Specific topics include: 1) work interests; 2) work experiences; 3) preferred working conditions; 4) personal values; 5) pay expectations; 6) decision-making; 7) life and work attitudes; and 8) goal-setting. Each section includes a self-inventory and other exercises to help clarify the topic. The final section of the workbook contains a job guide to 70 entry-level occupations, describing the duties, working conditions, and needed qualifications for each. A free teacher's guide accompanies the workbook and contains teaching suggestions and follow-up activities.

COMMENTS: The low reading level, easy-to-follow format, and step-by-step procedures make this one of the few excellent resources on career planning available for students of limited academic ability. The illustrations are contemporary and non-stereotypical for women and minorities. Directions for both students and teacher are simple and clear. Exercises are relevant, worthwhile, and interesting.

IG

VES

JOB APPLICATION AND INTERVIEW

AUTHOR: Richard Lacy and O. D. Park

SOURCE: Instructional Materials Laboratory, University of Missouri

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** $15.00 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Application Forms & Procedures, Interviewing Procedures)
Job Retention (Work Habits & Attitudes, Planning for Future)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Combined teacher's guide/learner activities; 531 pp; looseleaf.
Features:	Table of contents; bibliography; performance objectives; student activities; sample forms; illustrations.

ABSTRACT: This teacher's guide is designed to teach secondary students practical aspects of the job application and interviewing process. The guide is divided into nine units: 1) Why Work?; 2) Career Opportunities; 3) Occupational Information; 4) Self-evaluation; 5) Application Forms and Procedures; 6) Job Interview, Tests, and Forms; 7) Money Management; 8) Job Success Factors; and 9) Job Promotion and Advancement. Each unit is further divided into a list of behavioral objectives, a unit outline, a list of student activities with transparency masters and handouts, suggested case problems, and student evaluation activities. A list of supplementary resource materials is also included in the guide.

COMMENTS: Although designed primarily for instructors and students in business and office education, the materials in this guide are appropriate for secondary students in any academic or vocational program. The guide is well-organized and easy to follow. Student materials are included in the guide but are also available separately at $6.50 per package.

LR

VES

JOB APPLICATION AND JOB INTERVIEW
Learning Activity Package

AUTHOR: Kevin J. Remzi and H.M. Clark

SOURCE: Public Information and Publications Office, VA. Department of Education

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** $2.25 **FORMAT:** Print

FOCUS: Job Seeking Process (Application Forms & Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Learner workbook; 53 pp; stapled.
Features:	Table of contents; performance objectives; student activities; mastery tests; sample forms; illustrations.

ABSTRACT: This learning activity package, one of six intended for use in industrial cooperative training programs, is designed to assist students in gaining the skills and attitudes necessary for getting a job. (The industrial cooperative training program provides industrial occupational training experience for high school juniors and seniors who attend school one-half day and receive supervised work experience on the job.) The package includes a list of objectives, a pretest, five learning activities, a posttest, an answer key for learning activities, and pretest and posttest answer keys. The learning activities, each based on one objective, cover these topics: 1) vocabulary; 2) personal data sheet; 3) letter of application; 4) application form; and 5) job interview. Each activity contains an objective, informative materials, and an exercise(s).

COMMENTS: Despite their original purpose, these materials are suitable for any student, from high school to adult basic education. The packet can be used individually, or easily incorporated into an ongoing course with group instruction. The material presented is straightforward and to the point, with a variety of exercises. Actual application forms are included, but print is small and marginally readable.

IG

VES

JOB APPLICATION LANGUAGE

AUTHOR: Jim Richey

SOURCE: Janus Book Publishers

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** $2.75 **FORMAT:** Print

FOCUS: Job Seeking Process (Application Forms & Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Special needs learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Large print; generous spacing.
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Learner workbook; 48 pp; paperbound. Teacher's guide; 4 pp; pamphlet.
Features:	Table of contents; student activities; mastery questions; illustrations.

ABSTRACT: For poor readers who may have difficulty in filling out application forms, this workbook is designed to lead students sequentially and systematically through the language most commonly found on the forms. The words are introduced a few at a time and repeated no less than nine times in exercises and word games. Following the format of most application forms, the units of the workbook introduce words from one of the following sections: 1) Personal Information; 2) Education and Training; 3) Working Experience; 4) Health Record; and 5) References. Six exercises follow each lesson and allow the student to become familiar with the sight, sound, meaning, and spelling of each word. A review puzzle and mastery test follow each unit. A free teacher's guide accompanies the workbook and contains teaching suggestions and answer keys.

COMMENTS: The repetition of target words in at least nine different ways is a strength of this material. Lessons are short and simple with games and puzzles to maintain interest. More attention is paid to word identification than word meaning. The materials do not contain an actual application form which would have given more practical meaning to the exercises.

IG

VES

JOB ATTITUDES AND HABITS

AUTHOR:

SOURCE: Educational Design, Inc.

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** $109.00 **FORMAT:** Audio-visual

FOCUS: Job Retention (Interpersonal Skills, Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular and/or special needs learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	Not applicable.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	5 film strip/cassettes; 10 min. each; color. Teacher's guide; 1 pg.
Features:	Teacher objectives.

ABSTRACT: This series of filmstrips teaches the interpersonal skills young people need in order to get along during their first few weeks or months of work. It deals with the situations that research has shown cause the most trouble for beginning workers, how to spot these trouble situations, and how to deal with them. The first filmstrip, A New World: The Job World, deals with making a successful transition from school to work. The second filmstrip, You and Your Job Attitudes, discusses the attitudes and behaviors expected on the job. You and Your Job Habits, the third filmstrip, presents things to do and not to do on the Job. Fourth, You and Your Bosses, is a filmstrip on things you can and cannot say to a boss. Finally, You and Your Co-Workers discusses relationships with other workers on the job. A one-page teacher's guide provides program goals and administration tips.

COMMENTS: A simple vocabulary and frequent repetition of concepts make this series appropriate for special needs as well as regular learners. Eliminating the introductory tape would also make this filmstrip series appropriate for adults in basic job preparation programs. The series deals exclusively with interpersonal skills and work habits and attitudes. No follow-up activities are included; the instructor may wish to provide these.

IG

YES

THE JOB BOX

AUTHOR:

SOURCE: Pitman Learning, Inc.

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** see comments **FORMAT:** Kit

FOCUS: Occupational Analysis

DESCRIPTION:

Instructional Level:	Middle school/junior high; secondary; adult.
Population Focus:	Special needs learners.
Method Focus:	Individual instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	3rd grade reading level.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Teacher's guide; 8 pp; paperbound. 70 learner booklets; approximately 4 pp each; paperbound. Jobsheets; 88 blackline masters.
Features:	Student activities; photographs.

ABSTRACT: The Job Box is a vocational resource module designed for special needs students at junior high, senior high and adult education levels. The kit consists of 70 booklets, each of which explores a different occupation, within 7 occupational cluster: 1) Automotive; 2) Building Trades and Construction; 3) Food Services; 4) Industrial and Retail; 5) Office and Clerical; 6) Ranching, Farming and Horticulture; and 7) Trades and Services. The content of each booklet covers definition of the job, classes and training to prepare for the job, sources of employment, description of pay, and resources for job-seeking. Each is illustrated with photographs showing individuals engaged in typical work activities. Jobsheet masters for student worksheets to accompany the reading material are available on request and offer exercises to reinforce comprehension and an opportunity to assess personal potential for specific jobs. The instructor's guide contains a discussion of the suggested approach for implementing the kit and a list of resource materials.

COMMENTS: This kit, providing an indepth explanation of jobs within vocational categories, can serve both as an in-class resource and as a stimulation tool for individual student inquiry. The materials are appealing and easy to use by students; the content is relevant, meaningful, and visually attractive. The cost of the kit and instructor's guide is $75.90. The Jobsheets ordered separately cost $9.90.

IG

VES

JOB CHANGES

AUTHOR: Douglas R. Farrow and others

SOURCE: Dissemination Section, Florida Department of Education

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** see comments **FORMAT:** Print

FOCUS: Job Retention (Planning for Future, Job Change)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Field tested.
Format:	Student workbook; 79 pp; paperbound. Teacher's guide; 47 pp; paperbound.
Features:	Table of contents; bibliography; performance objectives; student activities; mastery tests; sample forms; illustrations.

ABSTRACT: This student workbook on job change is one of six units in the Employability Skills Series, a set of materials designed to teach secondary students and adults the skills for getting and keeping a job. This workbook is designed to help the student learn how to handle job changes and focuses on three areas: 1) planning ahead (long-term career planning, promotions); 2) resigning; and 3) changing jobs. Seven knowledge and performance objectives are presented, with instructions, practice activities,a mastery self-test or checklist, and answer keys provided for each. A unit review and glossary are also included. Accompanying the student workbook, a separate teacher's guide includes a discussion of the competency-based nature of the unit, instructions on administration of the unit, 3 classroom management plans, mastery tests, and sheets for recording student progress.

COMMENTS: One of very few instructional materials on job change for secondary students, this unit is well-organized, easy to follow, and easy to administer. The materials have a flexible format that make them suitable for individual or group instructional settings. Thoroughly field-tested, the materials are appropriate for all young adults, including low-level readers, and should take 7 to 8 hours to complete. Student workbook $3.00; Teacher's guide, $2.20.

IG

VES

JOB CLUB COUNSELOR'S MANUAL

AUTHOR: Nathan H. Azrin and Victoria A. Besalel

SOURCE: University Park Press

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Adult.
Population Focus:	Regular learners; modifiable/special needs.
Method Focus:	Group instruction.
Teacher Focus:	Additional teacher preparation needed.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Content supported by research.
Format:	Counselor's guide; 209 pp; paperbound.
Features:	Table of contents; subject index; bibliography; student activities; sample forms; charts/graphs.

ABSTRACT: Using a standardized method derived from behavioral psychology, this handbook for employment counselors offers a program for implementing the Job Club approach to seeking employment. Section I provides information, materials, and specific procedures for use by counselors to organize and conduct a Job Club and for the job seekers to use in their search. Section II deals with the theoretical basis and development of the Job Club concept, outlining the foundations of the behavioral approach to job counseling, a behavioral analysis of the hiring process, the effectiveness of the Job Club approach as revealed by research, and some variations of the Job Club format. Section III consists of an appendix containing the large number of forms and checklists needed by the counselor to administer the club, as well as sample forms and information sheets for use by the job-seekers.

COMMENTS: The Job Club approach advocates highly structured procedures to be followed in the full-time job of job-hunting. All activities are fully described and are to be implemented in an inflexible manner. The approach is claimed to have a 90% success rate for all types of job seekers. If the approach is adhered to, the paperwork is considerable; however, many activities could be pulled out and modified for other program structures.

IG

VES

JOB ENTRY AND ADJUSTMENT SERIES

AUTHOR:

SOURCE: Maryland Vocational Curriculum Production Project

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** see comments **FORMAT:** Print

FOCUS:

Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Application Forms and Procedures, Interviewing Procedures)

Job Retention (Work Habits & Attitudes, Planning For Future, Job Change)

DESCRIPTION:

Instructional Level:	Middle school/junior high; secondary.
Population Focus:	Regular and/or special needs learners.
Method Focus:	Individual instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	Double column copy; generous spacing.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Teacher's guide; 56 pp; paperbound; 14 learner workbooks; 11-21 pp; paperbound.
Features:	Performance objectives; student activities; Mastery tests; sample forms.

ABSTRACT: This series of learning activity packets helps the middle school or secondary student learn to search for a job, apply for a job, manage money, and handle being fired. Designed for individual use and self-pacing, each packet presents discussions of the topic, written and other activities, and mastery tests. A teacher's guide contains answers to the activities and mastery tests for each packet. Areas covered in the 14 packets include: Agencies and Sources for Finding a Job; Applications & Resumes; Preparing for a Job Interview; Good Grooming; Your Paycheck; Social Security; Getting a Raise; To Quit or Not To Quit; Unemployment Insurance; Banking Makes Cents; Savings Accounts; Checking Accounts; Worker's Compensation; Read All About It: The Newspaper; and Getting Fired Isn't So Hot.

COMMENTS: Costs for the series include $9.00 for a set of 14 student packets, and $3.00 for the teacher's supplement. The materials may be used in a group instructional setting as well as individually. They are especially useful for the mildly handicapped student but are also appropriate for regular learners. The teacher's supplement contains only answer keys; administration guidelines would have been helpful.

LR

VES

JOB FINDING KIT

AUTHOR: Arnold A. Hirsekorn

SOURCE: Washington State Employment Security Department

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** **FORMAT:** Print

FOCUS: Self Analysis
Job Seeking Process (Resource Network, Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Learner workbook; 34 pp; paperbound.
Features:	Student activities; sample forms.

ABSTRACT: The purpose of this job-seeking booklet is threefold: to motivate job seekers to analyze their skills, interests, and education before they begin the employment process; to encourage them by discussing the emotional uncertainties that arise when seeking first employment or changing jobs; and to teach the crucial job-hunting strategies of preparing a resume, developing a cover letter, identifying sources of job information, and preparing for a successful interview. Sample forms are included as well as a suggested job search record-keeping chart. The user is advised to complete the seventy-three questions frequently asked during an employment interview which were collected from ninety-two companies by Frank S. Endicott, Director of Placement at Northwestern University. An explanation of the GED and its importance concludes the text.

COMMENTS: This is perhaps the most motivational, practical, informational booklet of its type available at this time. By reading forty pages, the job seeker can learn valuable skills and is encouraged by this preparation and self-analysis not only to begin the job search but to keep records of it. The personal-dialogue style of writing, the humor, and the examples included as models to follow in this text make finding a job seem possible.

IG

VES

JOB HUNTING IN THE 1980's: SKILLS FOR SUCCESS

AUTHOR: The Center for Humanities, Inc.

SOURCE: Guidance Associates

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** see comments **FORMAT:** Audio-visual

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	Not applicable.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	3 editions available: Sound/slide sets (55 min.) Filmstrip/cassettes (54 min.) Videocassette (54 min.)
Features:	Table of contents; bibliography; student activities (in teacher's guide).

ABSTRACT: This mediated program presents a step-by-step approach to job-hunting. The presentation is divided into six parts: 1) self-assessment and locating job description information; 2) finding job openings; 3) composing an effective resume; 4) writing a cover letter; 5) completing job application forms; and 6) participating in the job interview. Each part takes from 7-11 minutes to view and is followed by discussion questions and activities to personally involve the student in the program. A teacher's guide is included with the program and contains a rationale, program objectives, a summary of each part, a script of the media, and discussion questions and activities. Instructions for presentation of the program are also included.

COMMENTS: Contemporary and motivating, this presentation combines creative, artistic photography with an easy-to-follow format to introduce students to the job-seeking process. The follow-up activities are worthwhile; however, printed examples of resumes, cover letters, and application forms are not included. To make this program more effective, the teacher might want to provide these from another source. Sound/slide edition, $219.50; filmstrip edition, $199.50; videocassette edition, $149.50.

LR

VES

JOB HUNTING SECRETS AND TACTICS

AUTHOR: Kirby Stanat with Patrick Reardon

SOURCE: New Century Publishers, Inc.

VITAL STATISTICS: **YEAR:** 1977 **PRICE:** $5.95 **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Textbook; 220 pp; paperbound.
Features:	Table of contents; sample forms.

ABSTRACT: Written by the placement director of a large university, this book is primarily directed toward the adult job-seeker in the business or professional fields. The main point of the book is that qualifications are not enough to get the job; the applicant must package him/herself in such a way that the recruiter finds what he/she is looking for. To this end, the book contains insights into the types of recruiters, what motivates them, and how they make decisions about applicants. To help the reader develop an appropriate "package", the book discusses ways to find job openings, to prepare for the interview and sell oneself to the recruiter, to identify one's qualifications and bring them to the recruiter's attention, and to prepare a resume that will distinguish one from the crowd. A final chapter deals with special populations such as women, minorities, and the handicapped.

COMMENTS: This book deals mainly with the motives of the recruiter and how the applicant can use those to his/her advantage. High-powered tactics and subtle nuances to be aware of in the dynamics of interviewing are stressed. Although designed primarily for the sophisticated job seeker, most hob-seekers will find much of value in this book.

LR

VES

JOB HUNTING TACTICS SERIES

AUTHOR:

SOURCE: Life Skills Education, Inc.

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** see comments **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Networks, Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	6 booklets; 12-16 pp; paperbound.
Features:	User activities; sample forms; illustrations.

ABSTRACT: A series of six booklets, these materials provide brief pointers on the job-seeking process. The booklets include: 1) How To Develop Job Resources, which emphasizes the need to combine a number of strategies to locate job openings; 2) The Contact Network, focusing on the use of human resources to find jobs; 3) Scheduling Job Hunting Time, which offers a strategy for making the best of one's time; 4) The Follow-Up Letter, describing different kinds of letters one can write to follow-up an interview; 5) The Summer Job Book, a guide for students and adults on finding and getting a summer job; and 6) Part-Time Job Book, a guide for students and adults on finding and getting a part-time job. The books may be used sequentially or individually, as each is independent of the other.

COMMENTS: These booklets may be distributed individually to students as a personal resource, or may be used in the classroom for group instruction. Each hits the highlights of its topic but is not designed for in-depth study or instruction. Some booklets offer exercises and sample forms; others contain only discussions. The cost for each booklet is $1.25.

LR

VES

JOB POWER: THE YOUNG PEOPLE'S JOB FINDING GUIDE

AUTHOR: Bernard Haldane, Jean Haldane, Lowell Martin

SOURCE: Acropolis Books, Ltd.

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** $4.95 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Job Change)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Content supported by research.
Format:	Textbook; 166 pp; paperbound.
Features:	Table of contents; bibliography; student activities; sample forms.

ABSTRACT: This textbook, written for young adults (ages 16-20), is based on the author's System to Identify Motivated Skills (SIMS). It is organized into seven chapters focusing on skill assessment, development of a "job power report" (something related to a resume), the interview situation, development and use of a job cooperative, conducting a job campaign, and job retention. A group approach to developing job-seeking skills is emphasized.

COMMENTS: At times this presentation seems a bit disorganized, jumping back and forth among various aspects of employability skills development. Yet, it provides an interesting approach to the tasks of job-finding with its emphasis on the identification of "motivated skills".

IG

VES

JOB READINESS TRAINING CURRICULUM

AUTHOR: Dennis G. Tesolowski

SOURCE: Materials Development Center, Stout Vocational Rehabilitation Institute

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** $2.50 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular; special needs learners.
Method Focus:	Group instruction.
Teacher Focus:	Additional teacher preparation needed.
Readability:	Large print; generous spacing.
Affirmative Action:	Neutral.
Research Base:	Field tested.
Format:	Teacher's guide; 138 pp; looseleaf.
Features:	Table of contents; bibliography; teacher objectives; student activities; sample forms.

ABSTRACT: For professionals in rehabilitation settings, this curriculum guide focuses on preparing clients to seek and maintain a job. Among the 15 lessons included in the guide are: 1) how to find the right job and categories of jobs; 2) self-expressed interests and attitudes for specific jobs; 3) completing a job application; 4) using the telephone and grooming for a job interview; 5) behavior during an interview and special concerns for the disabled; 6) behaviors you should exhibit on the job and good work habits; and 7) getting the most out of life through advancement on the job. Each lesson follows a typical format that includes: lesson title, objectives, outline, reference materials, information sheets, and worksheets. Transparency masters, audiovisual references, and assessment instruments are included in the appendix.

COMMENTS: This curriculum is estimated to take 15 hours. Although all transparencies and many worksheets are included, many other commercial resources are utilized throughout the curriculum. If the instructor has access to these materials, this guide is an excellent management tool for presenting a unit on employability skills, containing clear, well-organized, lessons. The guide is suitable for integration into any ongoing instructional program.

LR

VES

JOB RESUMES

AUTHOR: J. I. Biegeleisen

SOURCE: Grosset and Dunlap, Inc.

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $4.95 **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Design; Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Double column copy.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Textbook; 111 pp; paperbound.
Features:	Table of contents; sample forms; bibliography.

ABSTRACT: This book is composed of three sections: Section One discusses the purpose of a resume, gathering information useful in preparing a resume, tips on format, appearance, and language of resumes, and preparing cover letters; Section Two contains approximately 70 samples of resumes; Section Three discusses the job interview providing a list of questions frequently asked in interviews and explaining some interview pitfalls and how to avoid them. In addition to the sample resumes, forms are provided for compiling work experience and education data. Four sample cover letters are also included.

COMMENTS: This is a very practical guide to preparing resumes. Perhaps its most useful feature is the indexing of sample resumes to occupational opportunities from accountant to welding technology engineer.

LR

VES

JOB SEARCH TIPS FOR WOMEN

AUTHOR:

SOURCE: Arizona State Department of Economic Security

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary, adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Pamphlet; 12 pp; stapled.
Features:	Bibliography/references; illustrations.

ABSTRACT: This short booklet, designed for the job-seeking woman, gives general and practical tips on pre-job preparation and job hunting. In a discussion format, advice is offered on assessing skills, choosing a career, writing a resume, campaigning for a job and interviewing for a position.

COMMENTS: This friendly pamphlet presents good general suggstions about job seeking. It is good starting place or idea planter for those beginning to organize the job search. No sample forms or exercises are included.

IG

VES

JOB SEEKING SKILLS

AUTHOR: Fred W. Harrington

SOURCE: West Virginia Vocational Curriculum Laboratory

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** **FORMAT:** Print

FOCUS: Self Analysis
Job Seeking Process (Resource Network; Resume Design; Application Forms & Procedures; Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Field-tested.
Format:	Teacher's guide; 45 pp; stapled.
Features:	Table of contents; bibliography; student activities; mastery test; sample forms.

ABSTRACT: This is a guide for the administration of a competency-based curriculum with secondary students on the practical aspects of the job search. Seven employability tasks are covered: 1) organizing your job search; 2) analyzing your needs in a job; 3) finding job leads; 4) writing letters of application; 5) preparing a resume; 6) completing job application forms; and 7) getting ready for the job interview. For each of the seven tasks, the guide contains an introduction, a list of resources, learning activities, and an evaluation of the activities. Some of the activities age self-contained; others require the use of additional, specified materials.

COMMENTS: The curriculum uses four resources: 1) a comic book, Dicie and Mylo Get Their Jobs, 2) a set of filmstrip/cassettes developed by the W. VA Voc. Curriculum Lab, 3) student copies of the Employability Skills Mini Course, and 4) the teacher's guide for the Mini-Course. Instructions to the instructor and student are complete and activities are well-defined. The variety of activities work well to increase student interest and motivation.

IG

VES

JOB SEEKING SKILLS: A CURRICULUM AND GUIDE

AUTHOR: Karen A. Hodgson

SOURCE: Materials Development Center, Stout Vocational Rehabilitation Institute

VITAL STATISTICS: **YEAR:** n.d. **PRICE:** $4.25 **FORMAT:** Print

FOCUS: Self Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners; special needs learners.
Method Focus:	Group instruction.
Teacher Focus:	Additional teacher preparation required.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Combined teacher's guide/learner activities; 34 pp; paperbound.
Features:	Table of contents; references; teacher objectives; student objectives; sample forms.

ABSTRACT: This curriculum guide is designed to provide job-seeking skills to individuals who anticipate difficulty in finding employment. The program described in the guide is a one-week, teacher-directed workshop. The guide provides a time schedule, rationale, objectives, and procedures for each workshop activity. The activities include: a) self inventory; b) setting goals and objectives; c) preparing resumes and applications; d) communication skills; e) locating job sources; f) using a telephone book and calling for an interview; g) fringe benefits and payroll deductions; h) preparing for an interview; and i) interviewing. A reference list provides information about audiovisual materials needed to accompany the workshop, and forms are provided to evaluate the employment readiness of participants.

COMMENTS: Although usable by any job-seeker, this program is primarily for the special needs learner who may encounter difficulty in getting a job. Conduct of the workshop depends on availability of the commercial materials outlined in the activities. The order of presentation of some topics in the workshop is questionable and vocabulary level on some written activities may prove to be high for some special needs individuals. The wide range of activity types should prove motivating for the participants.

IG

VES

THE JOB WORLD

AUTHOR: Ted R. Morford and Shelley M. Mauer

SOURCE: Education Associates, Inc.

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $450.00 **FORMAT:** Kit

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary.
Population Focus:	Regular learners; modifiable/special needs.
Method Focus:	Group instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	Large print; generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Instructor's manual; 106 pp; paperbound. Student workbook; 78 pp; paperbound. Filmstrips (7); transparencies (50); & more.
Features:	Table of contents; teacher objectives; performance objectives; student activities; mastery tests; sample forms; illustrations.

ABSTRACT: The instructor-based training package includes twenty-five units on three major topics: 1) Employment and Life Goals (4 units); 2) How To Get A Job (12 units); and 3) How To Keep A Job (5 units). The program uses an instructor's manual with student objectives and full-script lectures, a student workbook with checklists and exercises, seven sound-filmstrips, a set of fifty transparencies, a set of student self-assessment instruments, and a set of supplementary activities booklets. The program is ideally suited to 25 hourly units, but time requirements are adaptable. The program may be used sequentially, or individual units or major topics may be presented alone. The program can also be adapted to self-paced instruction for highly-motivated students.

COMMENTS: Only the instructor's guide and student workbook were reviewed here. The bulk of this 25 unit course is in the area of "getting a job". The instructor's manual makes the course easily manageable by the inexperienced as well as experienced teacher. All needed worksheets and checklists are provided, requiring little preparation by the teacher.

LR

VES

JOBS IN THE REAL WORLD: THE STUDENT JOB-SEARCH HANDBOOK

AUTHOR: Lawrence Graham

SOURCE: Putnam Publishing Group

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $6.95 **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network; Resume Design; Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Textbook; 127 pp; paperbound.
Features:	Table of contents; subject index; sample forms; bibliography.

ABSTRACT: This is a job search handbook intended primarily for secondary students seeking either full, part-time, or temporary employment. It is organized as a series of 12 steps: Who Needs a Job?; How the Job Hunter Begins; Making the School-to-Job Connection; Opportunities in Today's Marketplace; Where an How to Look for Employment; The Impressive Resume; Applying by Mail; Applying by Telephone; Preparing for the Interview; At the Interview; Using Recommendations and Contacts; and Essential Scraps of Job Information. 12-Day and 40-Day Find-a-Job Schedules are provided containing a sequence of steps from obtaining information about jobs through securing a job interview. Application procedures by both mail and telephone are discussed. In addition, directions in peparing the resume and preparing for an interview are provided.

COMMENTS: For students uncertain about how to get on with the task of locating and applying for jobs, this handbook may provide help. Its "Find a Job Schedule" is a practical tool. Helpful checklists on a variety of aspects of job searching are provided, and the discussion of applying for jobs by telephone is unique and useful.

IG

JOBS: SEEKING, FINDING, KEEPING

AUTHOR:

SOURCE: Agency for Instructional Television

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** see comments **FORMAT:** Audio-visual

FOCUS:
Decision Making
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits & Attitudes, Planning for Future, Job Change)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Additional teacher preparation required.
Readability:	Not applicable.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	16 video-cassettes (3/4"); 20 min. each; color. Teacher's guide; 47 pp; paperbound.
Features:	Table of contents; bibliography; performance objectives; student activities; sample forms.

ABSTRACT: This series is designed to help high school students negotiate the transition from school to work. Each of the 16 units is organized in dramatic format around a single topic. The first six units show students how to gather information, seek out guidance, and gauge their own interests and abilities. Programs 7-11 focus on preparing credentials, tracking down opportunities, and meeting the challenges of tests and interviews. The last five programs are an overview of on-the-job skills: managing interpersonal relationships, understanding regulations, adapting to life on the job, and making career decisions. A separate teacher's guide provides administration tips and suggestions for activities.

COMMENTS: This comprehensive, mediated program is designed primarily for eleventh and twelfth grade students, but is appropriate for use with any group of job-seekers. The 16 units can be used sequentially as an entire program, or separately as independent presentations. Each unit, $150.00 if purchased separately; video kit (containing 12 units), $525.00; second video-kit (containing remaining 4 units), $275.00.

LR

VES

KEEPING A JOB

AUTHOR: Nancy Tune

SOURCE: Pitman Learning, Inc.

VITAL STATISTICS: **YEAR:** 1983 **PRICE:** $4.40 **FORMAT:** Print

FOCUS: Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future, Job Change)

DESCRIPTION:

Instructional Level:	Middle/junior high; secondary.
Population Focus:	Regular; modifiable/special needs.
Method Focus:	Individual and/or group instruction.
Readability:	Large print; generous spacing.
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Learner workbook; 76 pp; paperbound.
Features:	Table of contents; performance objectives; student activities; photographs; illustrations.

ABSTRACT: Designed for students in grades 7-12, this workbook focuses on skills needed to keep a job. Using realistic photographs and dialogues, the workbook presents seven real-life situations which illustrate appropriate and inappropriate behavior on the job. Topics covered include: how to get ready to start a job and believe in oneself; how to get off to a good start; how to do the job well; how to get along with others on the job; how to improve things at work; how to solve special problems; and how to decide if the job is right. After reading the dialogue and description of each situation, students complete written exercises which reinforce concepts presented in the text and require the student to predict his/her own behavior in a similar situation. Job tips and vocabulary definitions are presented for each of the seven situations.

COMMENTS: One of the few resources focusing solely on job retention, this workbook is a motivating and easy-to-use guide. The low reading level, combined with the high interest content, makes it appropriate for all students at the junior high and secondary levels. The workbook can be used in group instructional settings as well as individually with little or no teacher assistance. The photographs, illustrations, and text are contemporary and realistic, with women, minorities, and the handicapped fairly represented.

LR

VES

LIFE PLAN: A PRACTICAL GUIDE TO SUCCESSFUL CAREER PLANNING

AUTHOR: Louise Welsh Schrank

SOURCE: National Textbook Company

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** **FORMAT:** Print

FOCUS:

Decision Making
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network; Resume Design; Application Forms and Procedures; Interviewing Procedures)
Job Retention (Job Change)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Learner workbook; 170 pp; paperbound.
Features:	Table of contents; student activities; bibliography/references; sample forms.

ABSTRACT: This learner workbook consists of three chapters each divided into from three to ten individual lessons or units. Chapter One focuses on "Career Detection"; here, in 10 lessons, the student is led through the processes of self-analysis and occupational analysis. This chapter concludes with a 30 page "career finder" providing extensive occupational information on a wide variety of occupations. Chapter Two, "The Decision Workbook", consists of five lessons primarily concerned with helping the secondary student make an appropriate educational choice following high school preparation. Chapter Three, titled "Winning the Employment Game" provides three lessons focused on job search strategies, resume preparation, and the interview situation.

COMMENTS: This is a well-organized workbook covering a broad range of topics related to employability skills development. Its focus on gathering information (be it occupational, educational, etc.) necessary to make sound decisions is a strength of this workbook. The discussion and activities associated with making an appropriate educational choice following high school graduation are unique in workbooks of this kind.

LR

VES

LIFE SKILLS: ATTITUDES ON THE JOB

AUTHOR: Margaret M. Brewner and others

SOURCE: Educational Design, Inc.

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Credential Preparation, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; adult.
Population Focus:	Special needs learners.
Method Focus:	Individual and/or group instruction.
Readability:	Generous spacing; 3rd grade reading.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Learner workbook; 110 pp; paperbound. Teacher's guide; 1 pp.
Features:	Table of contents; performance objectives; student activities; sample forms; illustrations.

ABSTRACT: This workbook is designed to heighten the special needs learner's awareness of and to explain the significance of good and bad attitudes as they affect themselves, their co-workers, and their jobs. The program is geared to actual goal setting through self-improvement in behaviors which the learner has singled out. The eight attitude areas include: being honest; attendance; willingness to work; accepting orders; getting along with others; following directions; and treating customers well. Each is based upon a growth model focusing on Attention (awareness), Self-Assessment, and Direction (goal setting). The final section of the book offers practice in job-seeking skills: locating a job, getting a Social Security number, writing letters of application, and having an interview. Illustrations complement each unit.

COMMENTS: Though designed for use with regular learners as well, this book is best suited for the special needs adult learner who is preparing to enter the world of work or who has just begun a job. The text has controlled readability (3rd grade level).

IG

VES

LIFE SKILLS: ME AND JOBS

AUTHOR: Dennis and Almut Hooker

SOURCE: Educational Design, Inc.

VITAL STATISTICS: **YEAR:** 1982 **PRICE** **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Teacher Focus:	Minimal teacher preparation time needed.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 94 pp; paperbound. Teacher's guide; 8 pp; pamphlet.
Features:	Table of contents; student activities; sample forms.

ABSTRACT: ME AND JOBS is a self-instructional introduction to occupational decision making which approaches career exploration via self-exploration techniques. The self-paced workbook is divided into four sections: 1) ME (exploring and finding out about myself); 2) JOBS (discovering ways to explore jobs, where to explore, and what different kinds of jobs there are); 3) ME AND JOBS (fitting "ME" and "JOBS" together: What do I offer different jobs, and what do they offer me); and 4) Applications and Interviews (how to apply for, interview for, and get a job). Each unit utilizes a variety of activities such as brainstorming, self-evaluation, peer evaluation, role-playing, working with checklists and conducting interviews. A teacher's guide is included.

COMMENTS: The administration of this course is flexible. The teacher may follow the plan of the book or alternate between major sections, assigning activities from each. Both the student workbook and teacher's guide focus on helping the student find his or her own potential, a positive, individualized methodology adapted to self-contained group activities.

IG

MAKING IT WORK

AUTHOR: Educational Resources Foundation

SOURCE: Agency for Instructional Television

VITAL STATISTICS: **YEAR:** 1983 **PRICE:** see comments **FORMAT:** Audio-visual

FOCUS: Job Seeking Process (Resource Network, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Teacher's guide; 45 pp; paperbound. 12 videotapes; 10-15 min. each.
Features:	Table of contents; performance objectives; student activities; sample forms.

ABSTRACT: Designed for use with vocational secondary students and adults in employment preparation programs, this series of 12 videotapes presents and dramatizes the basic skills necessary to successfully get and keep a job. Through the use of a narrator, humor, and "real-life" scenarios, appropriate and non-appropriate behaviors are presented in each of the following content areas: 1) How Do I Find a Job; 2) Opening Doors; 3) The Application; 4) Tests and Stress; 5) The Interview; 6) Learning by Experience; 7) You Have a Job Offer: Now What?; 8) I'm Here To Work: Now What?; 9) Say That One More Time; 10) Practical Planning; 11) The Most of Yourself; and 12) How Am I Doing? The instructor's guide provides objectives, key points, directions for use, and a program summary. Master copies of student handouts are also included.

COMMENTS: This series provides specific information and relevant skills in an entertaining, non-threatening manner particularly suited to the audience it addresses. The scenarios are well-acted, humorous, and portray successful modeling behaviors with which the student can identify. Affirmative action is taken seriously as well as the skills necessary for young adults about to enter the work force. The videotapes are available individually at $125.00 each. They may be rented for $25.00 each for a 7 day period.

PR

VES

MAKING VOCATIONAL CHOICES

AUTHOR: John L. Holland

SOURCE: Prentice-Hall

VITAL STATISTICS: **YEAR:** 1973 **PRICE:** $14.36 **FORMAT:** Print

FOCUS:
Decision-Making Process
Self Analysis
Occupational Analysis

DESCRIPTION:
Research Base: Content supported by research.
Format: Textbook; 150; paperbound.
Table of contents; subject index; bibliography/references.

ABSTRACT: This paperback book presents the most recent formulation of John Holland's theory of vocational choice and career development. Aspects of Holland's typological theory discussed in this book include (1) a review of major personality types, (2) a review of major environmental models, and (3) an examination of personality-environment interactions. Holland explains how, in making a career choice, individuals who possess personality characteristics labeled as realistic, investigative, artistic, social, enterprising, or conventional tend to search for similar occupational environments. The book includes chapters discussing empirical evidence in support of the theory and practical applications of the theory. Copies of two instruments -- The Self-Directed Search and The Vocational Preference Inventory -- used to assess personality characteristics are included.

COMMENTS Holland's theory is a sophisticated version of the adage 'birds of a feather flock together'. It should be of interest to all professionals engaged in career/vocational counseling; however, it should not be taken as the last word on theories of vocational development.

LR

VES

MARTIN'S MAGIC FORMULA FOR GETTING THE RIGHT JOB

AUTHOR: Phyllis Martin

SOURCE: St. Martin's Press

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $5.95 **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Learner workbook; 152 pp; paperbound.
Features:	Table of contents; subject index; bibliography; user activities; review questions; sample forms.

ABSTRACT: Written for any job seeker, from the student to the executive, the text presents a "magic" formula for building a successful job campaign. The formula begins with the basic individual, then adds and subtracts points for personal characteristics and advanced preparations for the job search. Part I of the text contains four chapters on the actual job search: a) packaging oneself; b) finding job leads; c) preparing the written tools for the search, and d) handling the interview. Part II contains four chapters designed to give the reader the winner's edge in a job search: a) checklists for rating oneself; b) improving one's speech habits; c) hints for increasing chances of getting and keeping a job; and d) handling rejection positively. Finishing touches are presented in Part III: a) involving family and friends in the job search; b) handling special individual obstacles; and tips from readers of the author's syndicated column. An extensive bibliography of further resources concludes the book.

COMMENTS: This book is the result of the author's experience as a business consultant, author, employment counselor, newspaper columnist, and job-clinic leader. While "magic" might be too strong a word for her formula, the suggestions offered are practical, easy to follow and sometimes unique. The review questions or activities which follow each chapter reinforce learning of the content.

LR

VES

MATCHING JOB AND PERSONAL CHARACTERISTICS

AUTHOR:

SOURCE: Arizona Department of Economic Security

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** **FORMAT:** Print

FOCUS:
Decision Making
Self Analysis
Occupational Analysis

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 12 pp; paperbound.
Features:	Student activities; charts/graphs.

ABSTRACT: This 12 page workbook charts 23 occupational characteristics which are matched with 281 occupations from the 1978-79 Occupational Outlook Handbook. The charts are designed as an exploratory tool to help the learner compare personal interests, capacities, abilities, and educational qualifications with the characteristics usually associated with an occupation or occupational cluster. The last page of the workbook contains a chart for users to rate their personal characteristics. Once this is done, individuals use the chart to check personal likes and dislikes against the characteristics of certain jobs. A list of definitions for the 23 characteristics are included.

COMMENTS: This handy workbook is a useful tool for matching personal characteristics to job characteristics. It should be pointed out that the self-rating form is very informal and reflects only self perceptions. More standardized instruments are available and may provide more reliability. Still, this workbook serves as a guide for initial determination of an individual's suitability for a particular occupation.

LR

VES

MERCHANDISING YOUR JOB TALENTS

AUTHOR:

SOURCE: Superintendent of Documents

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** **FORMAT:** Print

FOCUS: Self Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Readability:	Small print; generous spacing.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Booklet; 24 pp; paperbound.
Features:	Table of contents; sample forms; illustrations.

ABSTRACT: Best suited as a reference tool, this booklet presents the important aspects of the practical job search. Discussed are self-appraisal for information-gathering, preparing a resume, constructing a letter of application, locating sources of job information, planning your time in the job campaign, participating in the interview, taking employment tests, and following-up the interview. Examples and sample forms are provided when appropriate.

COMMENTS: This booklet covers the highlights of the job-search campaign. It is a handy reference tool once the user has covered the content in more depth elsewhere. The booklet is usable by both blue-collar and white-collar workers at all levels. A unit on actual application forms would have made the material more complete.

IG

VES

METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS

AUTHOR: Robert E. Nelson and others

SOURCE: Curriculum Publications Clearinghouse

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** $14.95 **FORMAT:** Print

FOCUS: Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Teacher Focus:	Minimal teacher preparation time needed.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Field-tested.
Format:	Combined teacher's guide/learner activities; 560 pp; looseleaf.
Features:	Table of contents; bibliography/references; performance objectives; student activities; mastery questions/tests; sample forms; illustrations.

ABSTRACT: This comprehensive instructional resource is concerned with the "human aspects" of working in organizations and surviving on the job. The emphasis of these curriculum materials is on acquiring conceptual skills such as planning, communication, and problem solving as well as attitudes, perceptions, and motivation toward work as integral occupational skills. The guide is divided into the following twelve instructional modules including a test section for student evaluation: Working in Organizations; Motivation for Work; Understanding Self; Interpersonal Relations; Effective Communications Using Creativity at Work; Problem Solving; Authority and Responsibility; Leadership; Coping With Conflict; Coping With Change; Adapting and Planning for the Future. Each module is divided into five 50-minute sessions emphasizing student involvement, self examination, interaction and analysis of problems. Each session contains the following components: topic, objective, survival skills emphasized, importance, materials and equipment, activity and follow-up.

COMMENTS: This outstanding teacher/student resource is, in effect, a total job-survival course emphasizing decision-making, self-analysis, and job-retention skills which requires minimal teacher preparation. The modules may be used in any order and in a variety of educational settings in any manner which meets the specific objectives of teachers and students.

LR

VES

MY BREAD AND BUTTERFLIES CAREER BOOK

AUTHOR: Debra Sharpe and others

SOURCE: Agency for Instructional Television

VITAL STATISTICS: **YEAR:** 1976 **PRICE:** $2.85 **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Retention (Interpersonal Skills, Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Intermediate; middle school/junior high.
Population Focus:	Regular and/or special needs learners.
Method Focus:	Individual and/or group instruction.
Readability:	Large print; generous spacing.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Learner workbook; 137 pp; paperbound.
Features:	Table of contents; student activities; drawings/cartoons; photographs; color.

ABSTRACT: My Bread and Butterflies Career Book supplements an audio-visual program produced by the Agency for Instructional Television. Using the principle of active student involvement, the workbook provides opportunities for application of self and career awareness skills in exploring new ideas. Presented from the child's perspective, the workbook gives children a clearer understanding of successful work behavior and the connection between school and the real world. Using career development games, puzzles, and stories, the workbook helps children explore careers, make decisions, gain interpersonal skills, plan ahead for a satisfying life style, and develop a positive self-image. Each concept is illustrated by drawings, cartoons, or photographs.

COMMENTS: The audio-visual program which this workbook supplements was not reviewed here. It has, however, won several prestigious, national and international awards for excellence. The workbook is richly illustrated and fun to complete. Minorities and women are pictured in non-traditional roles; men are presented in nurturing roles as well. Although designed for 9-12 year olds, the low reading level and many informative illustrations make the workbook suitable for younger populations as well.

IG

VES

MY JOB APPLICATION FILE

AUTHOR: Charles Kahn and others

SOURCE: Janus Book Publishers

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** $2.95 **FORMAT:** Print

FOCUS: Job Seeking Process (Credential Preparation, Application Forms & Procedures)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Special needs learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Generous spacing; 2.8 grade reading level.
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Learner workbook; 48 pp; paperbound. Teacher's guide; 4 pp; pamphlet.
Features:	Table of contents; student activities; sample forms; photographs.

ABSTRACT: My Job Application File is designed to provide special needs adolescents with direct experience in successfully completing a variety of applications for employment. In addition, after completion, the book is to serve as a permanent reference file for use in making applications in the future. Students are first presented with a series of ten sequential exercises which divide the application form into its components: personal history; educational record; health record; work experience record; and references. The exercises are followed by nine actual job application forms from large American companies (McDonald's, Del Monte, General Electric, etc.). Completion of these forms gives students intensive and practical experience. Neatness, legibility, appropriate language and collection of necessary personal documents are emphasized throughout the instruction. A free teacher's guide accompanies the workbook.

COMMENTS: The slow-paced progression through these sequential exercises should help to insure success and to build students' confidence. The use of actual application forms from recognizable companies is appealing and should be motivating to adolescents. Although a sample resume and cover letter are presented, no instruction or practice are included to help students develop their own.

LR

VES

OCCUPATIONAL FILE OF FACTS

AUTHOR:

SOURCE: Chronicle Guidance Publications, Inc.

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** **FORMAT:** Kit

FOCUS: Occupational Analysis

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular and/or special needs learners.
Method Focus:	Individual and/or group instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Plastic file box; 5" x 7" index cards.
Features:	----------

ABSTRACT: Designed solely as a reference tool for students or counselors, this kit consists of a molded plastic file box containing 5" x 7" index cards listing over 3,000 occupations. The occupation titles are organized within 24 major divisions which are further subdivided into 84 interest groups. For each occupation in the interest group the D.O.T. number, job title, U. S. Office of Education Occupational Cluster, and entry training required is given. To use the file, the student would first determine his/her strongest academic interest and match that with one of the 24 major divisions. The second step would be to narrow that selection by choosing a subdivision from the specific interest groups that match the student's interests. Finally, the user would determine the job title(s) of greatest interest. The student is then encouraged to research the job(s) elsewhere.

COMMENTS: Use of this resource requires that some self-analysis of interests and abilities be undertaken either by the student or as administered by a teacher or counselor. Following that, this material may be used individually or as a resource in a group instructional setting. Follow-up resources to aid in researching the selected job titles are necessary.

LR

VES

OCCUPATIONAL OUTLOOK HANDBOOK

SOURCE: U.S. Department of Labor

ABSTRACT: Since 1945, The Bureau of Labor Statistics has conducted research on employment in occupations and industries for use in vocational guidance. A major product of this research is the Occupational Outlook Handbook. Revised every two years, the handbook contains a description of job duties, education and training requirements, employment outlooks, earnings and working conditions for several hundred occupations and thirty-five industries. The handbook also includes in each occupational statement a section listing other occupations that require similar aptitudes, interests or education and training as well as an index referenced to the most recent edition of the Dictionary of Occupational Titles. The occupational information contained in the text presents a general composite description of jobs and industries and cannot be expected to reflect work situations in specific establishments or localities.

Occupational Outlook Quarterly

Published four times a year by the Bureau of Labor Statistics, the OOQ covers employment trends, training and educational opportunities, salary trends and descriptions of new and emerging jobs. This resource serves as a updated supplement to the Occupational Outlook Handbook as well as an individual occupational resource.

IG

VES

ON THE JOB

AUTHOR:

SOURCE: Educational Design, Inc.

VITAL STATISTICS: **YEAR:** 1975 **PRICE:** $249.00 **FORMAT:** Audio-visual

FOCUS: Job Retention (Interpersonal Skills, Work Habits and Attitudes, Job Change)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular and/or special needs learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation required.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	20 Audio-cassettes; 24 Student record books; Teacher's guide.
Features:	Table of contents; student activities.

ABSTRACT: Designed for the secondary, regular or special needs learner, this program stresses the interpersonal skills that are needed to succeed on the job. The first 14 tapes contain presentations and lessons on these areas: promotions; giving notice; the fast exit; excuses; too much talk; the first few days; stick up for your rights; company rules and customs; getting help; supervisors are human; real and false friends among co-workers; the magic words that get you fired; and money and the paycheck. These tapes include questions that require yes and no responses in the student reord book. The last 6 tapes are discussion cassettes that dramatize problems involved in complying with employer policies, relations with fellow workers, working schedules, pay, promotion, and changing jobs. Students listen to the tapes then engage in group discussion activities relevant to the topic.

COMMENTS: A highly interactive program, these materials help students acquire skills which increase self-confidence and enable them to cope with work environment problems. Minimal reading is involved, making the program suitable for students of limited academic ability, as well as for regular learners.

LR

100 CAREERS: HOW TO PICK THE ONE THAT'S BEST FOR YOU

AUTHOR: Laird Durham

SOURCE: Prentice-Hall

VITAL STATISTICS: **YEAR:** 1977 **PRICE:** $9.32 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Textbook; 225 pp; hardbound.
Features:	Table of contents; student activities; sample forms; charts/graphs.

ABSTRACT: This book is designed to help the first-time or returning worker make a practical decision regarding the right career choice in terms of the rewards and demands a career has to offer. The book is divided into three sections, each with a separate function in the career choice process. Part I (You Become What You Are) discusses the need for self analysis. Part II (The Career Selection Matrix and How To Use It) describing a career selection system which helps the reader measure the rewards and satisfactions of the career, as well as the demands the career makes on the worker, shows how to weigh the criteria to express individuality. Part III (The Careers) makes up the bulk of the book and describes 100 careers in terms of their history, nature of the work, entry requirements, good and bad aspects of the work, and a summary of the reward and winning criteria associated with the career.

COMMENTS: Written in a conversational tone, this book is most useful for the mature individual, but could be used in secondary settings. Salary information in the third part of the book is somewhat dated (1977) but the rest of the information is practical and relevant. The career choice system described is structured and explicit, but allows for the expression of individuality.

LR

VES

ORCHESTRATING YOUR CAREER

AUTHOR: William E. Perry

SOURCE: CBI Publishing Company, Inc.

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $9.95 **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network)
Job Retention (Work Habits & Attitudes, Job Change)

DESCRIPTION:

Instructional Level:	Adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Textbook; 170 pp; paperbound.
Features:	Table of contents; illustrations.

ABSTRACT: Although focusing on the skilled or professional employee, this book is appropriate for any adult interested in taking an active approach to job satisfaction. Emphasizing the need to engineer personal career success, the book is divided into three sections. Section One deals with self-analysis, career analysis, and using the results to match personal expectations to career offerings. Section Two demonstrates a method to achieve career goals through on-the-job behavior and job creation. The final section discusses contingency career planning, including how to recognize the time to change careers or jobs, how to prepare for a new job, and how to plan for the job change. Written and investigative exercises are included to lead the reader through the various steps of active career planning.

COMMENTS: This text is well-organized and simple to follow. A rationale for orchestrating your career provides motivation and confidence in the active approach presented. Realistic examples are used to illustrate the various concepts and allow the reader to identify with the situations described.

LR

VES

THE PERFECT RESUME

AUTHOR: Tom Jackson

SOURCE: Anchor Books

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $8.95 **FORMAT:** Print

FOCUS: Self Analysis
Job Seeking Process (Resource Network, Interviewing Procedures, Resume Design)

DESCRIPTION

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Large print format; double column copy.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Learner workbook; 208 pp; paperbound.
Features:	Table of contents; student activities; sample forms.

ABSTRACT: Tom Jackson defines the perfect resume as a "written communication that clearly demonstrates your ability to produce results in an area of concern to potential employers in a way that motivates them to meet you." This comprehensive workbook is a step-by-step resource designed to assist the reader in successfully developing his/her 'perfect resume'. The Career Discovery Process, a pre-resume set of approaches, assists the user in defining career goals based on an analysis of skills, interests, personal attributes, and personal results. The remainder of the book elucidates the six steps to preparing the perfect resume: 1. Selecting Format (the five basic formats); 2. Power Paragraphs (one page resumes and action verb style); 3. The Facts (a resume facts inventory form); 4. Writing the Resume (specific rules for each type of resume); 5. Typing Layout; 6. The Five Rules for the Perfect Cover Letter. Fifty pages of sample resumes demonstrating a variety of occupations, and formats, conclude the book together with sample resume paragraphs that are adaptable to a variety of job targets. Special resume notes for college students and women reentering the job market are included.

COMMENTS: Tom Jackson's charisma permeates this motivational and very practical resume book. Special features include four methods for using the book depending upon the readers' place in the job search; before and after resumes; and a compressed job search section. The Career Discovery Process is unique in helping the confused, unfocused reader to use past successes and new self awareness to develop a focused resume. The format, and generous space for completing the exercises encourages even the reluctant (to whom Jackson addresses some words) to participate in these valuable exercises.

IG

VES

PRACTICAL JOB SKILLS SERIES

AUTHOR: John McHugh

SOURCE: EMC Publishing

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** see comments **FORMAT:** Print; audiovisual.

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning For Future, Job Change)

DESCRIPTION:

Instructional Level:	Middle school/junior high; secondary.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation time required.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	6 textbooks; 58 pp. each; paperbound; 6 learner workbooks; 45-80 pp; paperbound; 6 read-along cassettes; (optional).
Features:	Table of contents; student activities; sample forms; illustrations; photographs.

ABSTRACT: This offers a comprehensive employability skills course. The six content areas: Getting Ready to Work; Finding a Job; Filling Out Job Application Forms; Interviewing for Jobs; Starting a New Job; and Keeping and Changing Jobs are presented in three ways. The student workbook furnishes practical information and step-by-step skill building exercises. The text presents a novellete which depicts the content in a real-life situation. An accompanying read-along cassette offers reinforcement. Sample forms, illustrations, glossaries and photographs complement the content of the workbooks. The accompanying teacher's guide for each reader and workbook combination contains objectives, notes for special vocabulary, and method instructions.

COMMENTS: This series closely follows the employability skills outline suggested in this handbook. Each of the components may be used independently and purchased separately or at quantity discount prices. Costs for individual copies are: workbook $2.95; reader $3.50; cassette $9.00. The readability of the text, although lower than the workbook, is of high interest level. This series offers many good choices for incorporating materials into the teaching agenda.

LR

VES

PREPARING FOR THE JOB INTERVIEW

AUTHOR: John D. Wool

SOURCE: Frank E. Richards Publishing Company, Inc.

VITAL STATISTICS: **YEAR:** 1977 **PRICE:** $2.75 **FORMAT:** Print

FOCUS:
Self Analysis
Job Seeking Process (Resource Network, Credential Preparation, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Middle school/junior high; secondary.
Population Focus:	Special needs learners.
Method Focus:	Group instruction.
Readability:	Large print format.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 52 pp; paperbound.
Features:	Table of contents; student activities; mastery questions/tests; sample forms; illustrations.

ABSTRACT: This workbook, geared to the characteristics of the special needs population, introduces the process and skills needed to prepare for and get a job. Through brief, low readability discussions, the crucial areas of self-analysis, finding job openings, interviewing, and completing an application form are presented. A frequent review of the concepts occurs through writing answers to questions which call for only rote knowledge of the concepts presented and practice completing typical employment forms and applications. Each unit is illustrated and contains questions for discussions. A final examination is also provided.

COMMENTS: This material would be best used as a classroom supplement to a more experienced-based curriculum which stresses application of the job-seeking skills and concepts. The discussion questions stimulate a higher level of thinking than required in the activities. Lists of do's and don'ts which help to answer the questions contain practical and relevant information.

LR

VES

THE QUICK JOB-HUNTING MAP (ADVANCED VERSION)

AUTHOR: Richard N. Bolles

SOURCE: Ten Speed Press

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** $1.50 **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	----------
Format:	Pamphlet; 38 pp.
Features:	Student activities; references.

ABSTRACT: The job-hunting map presented in this booklet helps the job-seeker complete the following tasks: 1) assess skills; 2) identify where one wants to use those skills; 3) identify desirable jobs and organizations that have those jobs; and 4) get hired. A large portion of the booklet is devoted to helping the user complete a "functional/transferable skills inventory." Six principles are provided for helping job-seekers narrow the list of potential places where skills may be used. Finally, the booklet discusses the use of interviews to learn about specific jobs and organizations.

COMMENTS: This booklet provides a condensed, advanced version of a method for self-assessment and locating jobs presented in the author's The Three Boxes of Life. It is a practical "how to" guide, emphasizing the need for a thorough assessment of individual skills. It may be used in conjunction with several other publications, e.g. What Color is Your Parachute?, Where Do I Go from Here With My Life?, written by Bolles.

IG

VES

RACC/TRAC: THE WORKING CLASS. A COMPETENCY BASED COURSE IN JOB-SEEKING SKILLS

AUTHOR: Ruth Littlejohn and Fred Heffner

SOURCE: Reading Area Community College

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** **FORMAT:** Print

FOCUS:
Self Analysis
Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits & Attitudes, Job Change)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Content supported by research.
Format:	Teacher's guide; 202 pp; plastic spine.
Features:	Table of contents; performance objectives; student activities; mastery questions/tests; sample forms.

ABSTRACT: This is an instructor's guide to a competency-based job-readiness course. It is composed of two major sections: Section One is devoted to job seeking, requires 80 hours to complete, and contains 10 lesson plans covering the following topics: attitudes; goal setting; job preference and suitability; employment resources; pre-application skills; job application skills; job-search skills; and a post-interview critique format. Section Two concentrates on job survival skills. It requires 30 hours to complete and contains six lesson plans covering attitudes, goal setting, communication skills, general employee skills, job survival tools, and job etiquette. Each lesson plan is accompanied by at least one (and in most cases 3 or more) student activities. A pre and posttest as well as an evaluation form for the entire course are provided. Appendices contain forms useful for monitoring students' progress.

COMMENTS: This self-contained competency-based course requires some additional preparation on the part of the instructor (e.g., reproducing student activities, forms, etc.); however, for the most part, it can be used as is. It is a comprehensive course covering all aspects of employment readiness training. One notable omission, however, is the lack of a unit on decision making.

LR

VES

THE RESUME BUILDER

AUTHOR: John J. Komar

SOURCE: New Century Publishers, Inc.

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** $4.95 **FORMAT:** Print

FOCUS: Job Seeking Process (Resume Design)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Textbook; 119 pp; paperbound.
Features:	Table of contents; sample forms.

ABSTRACT: Presenting the resume as a portrait of the job-seeker's success, this resource provides nine steps for constructing a powerful resume, offering examples and practical suggestions at each stage of development. The book offers solutions to qualification problems assisting the user in describing skills, experiences and accomplishments to counter what could be employment handicaps. The importance of the letter of application is emphasized with specific directions as to how to construct what is termed this "door opener" to potential employment. Variations on standard styles of resume layout and design and an appendix of sample resumes presenting a variety of formats, job goals, and design styles conclude this reference.

COMMENTS: Unlike other "how-to" resume books, this guide hardly mentions the chronological and functional format as such, though examples of each appear throughout the pages. What it does offer is useful advice on the many decisions that must be made on the layout, style, print, and design of a resume. Chapter 3, "Solutions to Qualification Problems", is both a valuable and unique offering in this text.

LR

VES

RESUMES FOR HARD TIMES

AUTHOR: Bob Weinstein

SOURCE: Simon and Schuster (Fireside Books)

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $7.95 **FORMAT:** Print

FOCUS:
Self Analysis
Job Seeking Process (Resource Network, Resume Design)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Learner workbook; 127 pp; paperbound.
Features:	Table of contents; student activities; sample forms.

ABSTRACT: Focusing on the need to distinguish oneself from the crowd, this self-instructional guide presents sixteen chapters on producing a resume which will convince the employer one is unique, qualified, and versatile. The first ten chapters deal with the content and format of the resume with suggestions for preliminary organization of personal information, writing the final draft, and constructing an effective cover letter. The final six chapters discuss the production and revision of the completed resume including: self or professional printing; using resume services; deciding how many resumes one needs; when to revise; and how to use the resume. Throughout the chapters are illustrative examples and written exercises to guide the user through the process. An appendix contains seven sample resumes using various layout designs.

COMMENTS: The various examples and sample forms provided are useful in determining not only what should be included, but also what should not be included in a resume. For the most part, the examples depict skilled or professional/managerial applicants, but the techniques described are universally applicable.

LR

VES

RESUMES THAT GET JOBS

AUTHOR: Jean Reed, editor

SOURCE: Arco Publishing, Inc.

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $3.95 **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Addressed
Research Base:	Validation information not available.
Format:	Textbook; 185 pp; paperbound.
Features:	Table of contents; sample forms.

ABSTRACT: This resource is primarily a collection of sample resumes that apply to over 100 job titles. Prepared by a professional resume writing association, the resumes integrate both the chronological and functional resume into a format the publication contends is uniformly accepted by employers as being concise, informative, and clear. The first page of this format is a synopsis containing the job objective and employment, education, and personal data (chronological format). The premise is that the employer can decide immediately by reading this page whether or not he/she wants to know more about the applicant. If so, the amplification pages which focus on skills description and references can next be perused (functional format). The text also includes instruction on writing the cover letter, having a successful interview, and specific resume writing hints for displaced homemakers. A key to the sample resumes by occupational areas is included as well as a concise evalution of each resume contained in the text.

COMMENTS: This "non-traditional" book asks that users ignore everything they have ever read or heard about the resume. The content conflicts with some popular views about the importance of the one page resume, consistency of format, and inclusion of personal data. The book suggests that this one format applies to all occupations at all levels. Certainly, it is most helpful to have an exact format to follow and to have relevant vocabulary and skills description information to use when developing a resume for a similar job description.

LR

VES

RESUMES: THE NITTY GRITTY

AUTHOR: Joyce Lain Kennedy

SOURCE: Sun Features, Inc.

VITAL STATISTICS: **YEAR:** 1983 **PRICE:** $3.50 **FORMAT:** Print

FOCUS: Job Seeking Process (Resume Design)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Small print.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Booklet; 29 pp; paperbound
Features:	Bibliography; user activities; sample forms.

ABSTRACT: This booklet presents a short and concise methodology for the preparation and writing of a resume. Geared for the mature job-seeker, it presents a step-by-step procedure for compiling information for, and the actual writing of, a resume with several possible resume formats given as examples. The examples are actual successful or unsuccessful resumes. Bold-type captions identify sixteen steps needed to create an effective resume. The steps cover these main topics: how to complete a personal summary sheet; how to choose the vocabulary to use; how to select a format; how to research your job goal; and how to reduce the summary into a resume. Sample resumes and a blank personal summary sheet are given.

COMMENTS: A concise, motivating resource, this booklet cuts through a lot of the verbiage found in other materials. The examples of successful and unsuccessful resumes are especially effective in illustrating the proper procedures in creating one's own resume. The booklet may be used individually or as a resume guide in a group instructional setting.

LR

VES

SEVEN STEPS TO EMPLOYMENT

AUTHOR: Ted R. Morford and Shelby M. Mauer

SOURCE: Educational Associates, Inc.

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $3.95 **FORMAT:** Print

FOCUS: Self Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Large print.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Textbook; 75 pp; paperback.
Features:	Table of contents; sample forms.

ABSTRACT: This booklet, designed primarily for postsecondary and adult learners, gives a brief seven-step route to employment: 1) Getting Ready for Your Job Search; 2) Developing Your Resume;3) Finding Job Openings; 4) Acting on Job Leads; 5) Completing the Application; 6) Interviewing for the Job; and 7) Following up the Interview. A sample resume, job application form, letter of application, and an interview follow-up letter are provided. The chapter on interviewing provides a list of 20 "things you can do to increase your chances for a successful interview."

COMMENTS: This informative little booklet covers the basic steps involved in locating and applying for a job. It is easy to read and provides the reader with lists of points to remember, activities to do, etc., at each step in the process.

LR

VES

STEPS TO PROFESSIONAL EMPLOYMENT

AUTHOR: J. K. Hillstrom

SOURCE: Barron's Educational Series, Inc.

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $5.95 **FORMAT:** Print

FOCUS:
Decision Making
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network; Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Textbook; 184 pp; paperbound.
Features:	Table of contents; bibliography; sample forms.

ABSTRACT: This handook was prepared for college students who are preparing to enter the world of work. It is composed of two major sections. The first section "Choosing and Preparing for a Career" discusses the meaning and value of work, career decision-making, qualities that employers consider most important, work experience and ways to acquire it. In the second section, "Finding Professional Positions", job-hunting skills are explained, including locating a job, preparing resumes and cover letters, and interviewing.

COMMENTS: This textbook is geared to college students, particularly liberal arts students, seeking professional employment. Technical school students, however, may find the second section of the book, devoted to job-hunting skills, a source of useful information.

LR

VES

STEPS TO SUCCESS SERIES

AUTHOR:

SOURCE: Life Skills Education, Inc.

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** see comments **FORMAT:** Print

FOCUS: Job Seeking Process (Resume Design, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Four booklets; 12-14 pp; paperbound.
Features:	Student activities; sample forms; charts/graphs; illustrations.

ABSTRACT: Each of the booklets in this four-step series offers specific suggestions and proper procedures to follow in important areas of the job-seeking process. Step I, The Interview covers preparation for, behavior during, and follow-up procedures for the successful interview. Construction of The Cover Letter comprises the content of Step II including directions for writing the 'response,''blind,' and 'request for assistance' cover letter. Step III explains the use and construction of The Resume. Step IV, The Application, discusses the importance of attitude when applying for a job. Step-by-step directions are given for completion of an application form. Each booklet contains illustrations, sample forms, and appropriate lists of do's and don'ts for each task.

COMMENTS: These concise booklets are handy, practical references for the initial response to each area of the job-search mentioned in the four steps. They are comprehensive, portable, and inexpensive. Each booklet costs $1.25. Quantity discounts are available.

IG

VES

SUCCEEDING IN THE WORLD OF WORK

AUTHOR: Grady Kimbrell and Ben S. Vineyard

SOURCE: McKnight Publishing Company

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** see comments **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future, Job Change)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Teacher Focus:	Little teacher preparation time needed.
Readability:	Double column copy; 7 - 8 grade level.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Teacher's guide; 92 pp; paperbound. Learner workbook; 258 pp; paperbound. Textbook; 324 pp; hardbound.
Features:	Table of contents; subject index; teacher objectives; performance objectives; student activities; mastery questions/tests; sample forms; illustrations; photographs; color.

ABSTRACT: The textbook and activity book of this series are designed to help students develop and practice competencies to choose (career and self-analyses), get (job-seeking skills) and succeed both at a job and in independent living (work habits, interpersonal skills, money management, stress management, and planning for success). The integrated text/activity format uses a variety of techniques for presenting the content including case studies, problem solving, quizzes, and aptitude tests which are planned to develop basic skills in oral and written communication, organizing information, and decision making. The Instructor's Guide provides a brief overview, goal, performance objectives, teaching strategies, and lists of audio-visual aids to insure preparation time is held to a minimum.

COMMENTS: These inviting materials provide a comprehensive course of study for the instructor with little preparation time required and practical, relevant activities for the user. The resume preparation section needs more development and sample forms to truly prepare the job seeker in this area. Student Text, $12.96; Activity Manual, $4.98; Instructor's Guide, $4.50. The cost and scope of the materials would make this most suitable for a separate, semester-long course in career preparation.

IG

VES

SUCCEEDING IN THE WORLD OF WORK (FILMSTRIPS/CASSETTES)

AUTHOR:

SOURCE: McKnight Publishing Company

VITAL STATISTICS: **YEAR:** 1983 **PRICE:** see comments **FORMAT:** Audio-visual

FOCUS:

Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Teacher's guide; 15 pp; paperbound. 12 filmstrips/cassettes; 6-12 min.; Color.
Features:	Student activities (in Teacher's Guide).

ABSTRACT: For the young or inexperienced worker, this series provides an introduction to the world of work from how to get a job, to how to keep it and fulfill one's role as an adult worker and consumer. The series consists of a Teacher's Guide and a set of 12 filmstrip cassettes: 1) World of Work; 2) Locating and Applying For A Job; 3) You, Your Employer, and Your Co-Workers; 4) Work: Where Do You Fit In; 5) Researching Careers; 6) Human Relationships On The Job; 7) Your Progress On The Job; 8) Work and Safety; 9) Spending What You Earn; 10) The Wise Consumer; 11) Insurance for the Wage Earner; and 12) Your Role as an Adult Worker. The series may be used in its entirety or selected topics may be presented alone. The teacher's guide contains four discussion questions and other activities for use after the viewing of each filmstrip. Each filmstrip/cassette set is packaged separately.

COMMENTS: These filmstrips serve best as an introduction to a class unit on employability skills using the McKnight print materials or others. Students would have knowledge of job-seeking requirements but could not be expected to have attained the skills after viewing these filmstrips. Affirmative action is addressed rather obviously; handicapped, Blacks, Hispanics and Orientals each get their turn in responsible positions. Filmstrip cassettes, $37.00 each; set of 12, $407.00. Filmstrip guide is free with order.

LR

VES

SUCCESSFUL INTERVIEWING: A PRACTICAL GUIDE FOR THE APPLICANT AND INTERVIEWER

AUTHOR: Marion Sitzmann and Reloy Garcia

SOURCE: National Textbook Company

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $2.50 **FORMAT:** Print

FOCUS: Job Seeking Process (Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Field tested.
Format:	Textbook; 53 pp; paperbound.
Features:	Table of contents; student activities; sample forms.

ABSTRACT: This student-teacher text is designed to make interviewing whether for jobs or other entry situations, a comfortable, and positive situation, where an applicant can understand and manage the interview with a minimum of anxiety. Using a step-by-step approach, Section I, Preparing for an Interview, includes: the initial query by telephone or letter; researching the company and anticipating questions; and dressing and behaving appropriately at the job interview. The role and job description of the interviewer is included. Section II contains twenty mock interview situations for use in the classroom. Students take turns as interviewers and interviewees and dress and prepare accordingly for their role. The remainder of the class evaluates the procedure. Section III follows the same format in the specialized interview which covers practice in interviewing for credit, entry into school or the military, or a highly specialized type of employment. The appendices contain: tips on preparing a resume; sample resumes; sample letters of inquiry, rejection, and acceptance, and an evaluation instrument for the mock interviewers.

COMMENTS: In its goal to have interviewing become an understandable, manageable and even "enjoyable" experience, this text assumes many roles. Though directed to the student, the book cannot be used as an individual resource effectively. It is, in effect, a teacher's guide, with methodology being passed successfully through the student text. The book is easily integrated into a variety of classroom settings, i.e., English, speech, voc. ed., home ec. Perhaps the book's greatest strength is the practice it offers in its focus on interviewing successfully as a survival skills for life not life for job procurement.

LR

VES

SUCCESSFUL TRANSITIONS: A GUIDE THROUGH THE EMPLOYMENT PROCESS

AUTHOR: Ted R. Morford and Shelley M. Mauer

SOURCE: Educational Associates, Inc.

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $7.95 **FORMAT:** Print

FOCUS:
Self Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Textbook; 175 pp; paperbound.
Features:	Table of contents; subject index; sample forms; photographs; charts/graphs.

ABSTRACT: Successful Transitions is a reference tool for anyone making a transition from school to a job, unemployment to a job, one job to another or part-time to full-time jobs. Comprised of ten chapters, the text presents various self-help forms, hints on successful communication skills, a guide to meaningful self-assessment, and the how-to's of getting the right job, all in the context of today's changing job market. Chapter One provides a series of self-assessment forms to help the reader focus on short- and long-range employment goals. Chapters Two through Nine provide detailed instructions on innovative techniques of basic job searching and self-selling skills. The text concludes with a chapter on the importance of continuing self-assessment for effective job maintenance. The book may be used in a variety of teaching/counseling situations, as well as a reference tool for the individual job seeker.

COMMENTS: The organization and structure of this text make it an easy-to-follow guide, useful for the novice as well as experienced job seeker. Replete with examples, the fine points of the job-search are thoroughly discussed. Additional user exercises would have improved its effectiveness, as would physical enlargement of some of the written exercises that are included, to allow more space for answers.

IG

VES

SURVIVAL: IN THE WORLD OF WORK

AUTHOR: Charles A. Storms

SOURCE: Vocational Materials Laboratory

VITAL STATISTICS: **YEAR:** n.d. **PRICE:** **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Teacher Focus:	Requires little teacher preparation.
Readability:	Large print format; generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Instructor's handbook; 92 pp; looseleaf. Student workbook; 24 pp; looseleaf.
Features:	Table of contents; student activities; sample forms.

ABSTRACT: Survival: In the World of Work consists of an instructor's manual and accompanying student handbook designed to be used in the classroom or in a workshop setting with secondary students. The materials emphasize the importance of making the right career choice and the practical techniques of the job-seeking process. Part I of the instructor's manual consists of a full-script lecture on decision-making, self-analysis, job analysis, and the essentials of the job seeking process with instructions for using the student manual and transparencies to accompany the lecture. Part II of the instructor's manual consists of the 64 transparancy masters to be used with the narrative presentation. The student handbook contains exercises and sample forms for completing application forms, designing resumes, and preparing for the interview.

COMMENTS: These materials are designed for easy use by the teacher or workshop leader. The author gives permission to copy the materials for classroom use so minimal expense is involved. Although the materials are appropriate for all high school students, they are especially suitable for the vocational education student.

IG

VES

SURVIVAL SKILLS FOR THE REAL WORLD

AUTHOR: Marion Smith and others

SOURCE: Oklahoma State Department of Education

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $4.50 **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Middle/junior high; secondary.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Combined teacher's guide/learner activities; 192 pp; looseleaf.
Features:	Table of contents; bibliography; performance objectives; student activities; mastery questions; sample forms; illustrations.

ABSTRACT: Designed to serve as a tool in presenting activities to help students develop survival skills, this quide contains teacher suggestions and student activity sheets in 10 areas of personal and family management. The first six deal with employability skills: Locating Available Jobs; Applying for a Job; Interviewing for a Job; Skills Employers Look For; and Investigating Job Requirements. The last four areas include: Managing Your Money; Responsibilities of Car Ownership; Starting On Your Own; and Responsibility as a Taxpayer. The activity sheets may be duplicated for student use. Located on the back of the activity sheets are teacher directions, additional resources, and other suggested activities. Crossword puzzles, sample forms, worksheets, map exercises, arithmetic exercises, and multiple choice exercises are included. Sections on additional information for students and teachers are also included in the guide.

COMMENTS: Although this guide is intended for use with junior and senior high students, participants in adult education programs could also benefit from the program it contains. The looseleaf format makes duplication of student activities especially easy. This design was intended by the developers to keep costs minimal. Topics in the guide may be presented sequentially, or selected topics may be presented independently of the others. Well worth the price.

IG

VES

SURVIVING ON THE JOB

AUTHOR: Jay Como

SOURCE: McKnight Publishing Company

VITAL STATISTICS: **YEAR:** 1983 **PRICE:** see comments **FORMAT:** Print

FOCUS: Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners; modifiable/special needs.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Content supported by research.
Format:	Learner workbook; 122 pp; paperbound. Teacher's Guide; 31 pp; paperbound.
Features:	Table of contents; teacher objectives; performance objectives; student activities; mastery questions/answer keys; illustrations; photographs.

ABSTRACT: Getting a job can be very difficult. Keeping a job can be even more difficult. This text introduces students to twenty-four well-researched basic occupational skills which are necessary to survive on the job. The main purposes of the text are to give students an idea of employer expectations and to prepare them to handle various problems that may arise on the job. The job-survival skills are presented in individual units which can be presented in any order; likewise, students can use the workbook individually or together as a class. Each unit contains an information section followed by study aids, terms, questions, self-evaluations, and case problems. Each unit in the Instructor's Guide contains a major goal, behavioral objectives, and answer keys for the problems, questions and case studies.

COMMENTS: In order to assist instructors in using these materials with special needs students, a section "Mainstreamed Students in the Regular Classroom" has been added to the Instructor's Guide. These materials are educationally sound in content and method, highly usable by both student and teacher, and a valuable resource for the price. (Student workbook $4.50; teacher's guide $3.86.) This text meets the needs of many secondary and postsecondary instructors and placement counselors faced with the problem of teaching job-survival skills.

LR

YES

SWEATY PALMS: THE NEGLECTED ART OF BEING INTERVIEWED

AUTHOR: H. Anthony Medley

SOURCE: Lifetime Learning Publications, Wadsworth Publishing Company

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** $4.95 **FORMAT:** Print

FOCUS: Job Seeking Process (Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	---------
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Textbook; 191 pp; paperbound.
Features:	Table of contents; bibliography.

ABSTRACT: This is a comprehensive guide to the job interview. In fifteen chapters the author discusses: what an interview is; various types of interviews; allaying fears about interviews; controlling the content of the interview; presenting one's self in the best light during an interview; parrying tough questions; avoiding offending the interviewer; preparing for an interview; how to relax; how to dress; counteracting the effects of a bad reference; turning questions to one's advantage; handling stress; handling salary discussions; and enforcing one's legal rights. Three appendices contain: 1) a list of questions commonly asked in an interview, 2) evaluation factors and forms used by the interviewer, and 3) a list of questions asked by interviewers in checking references.

COMMENTS: This book provides very thorough coverage of all aspects of the interview situation. It reads easily and is entertaining as well as informative. Secondary students will find helpful tips appearing as checklists at the end of each chapter; however, the book is generally geared to a more mature audience.

IG

VES

TAKE HOLD OF YOUR FUTURE: A CAREER PLANNING GUIDE

AUTHOR: Jo-Ann Harris-Bowlsbey and others

SOURCE: American College Testing Program

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $8.95 **FORMAT:** Print

FOCUS:
Decision Making
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Field tested.
Format:	Learner workbook; 154 pp; paperbound. Teacher guide; 148 pp; paperbound.
Features:	Table of contents; bibliography; teacher objectives; performance objectives; student activities; sample forms.

ABSTRACT: Take Hold of Your Future is directed toward postsecondary or adult learners who want more than just a job. Structured exercises are included which stimulate the student to make decisions, set goals, and formulate plans. After an introductory chapter on career planning, the student workbook explores the decision-making process; the role career plays in one's life; self-analysis in terms of interests, experiences, skills, and abilities; problems of stereotyping in career choice; researching occupations; reaching a final decision; and developing a career action plan. A multitude of activities are provided to guide the learner through each of the topics. The accompanying teacher's manual provides theory and rationale, lecture outlines, classroom exercises, and a suggested schedule.

COMMENTS: This is an excellent resource for both teacher and student. Each session is clearly outlined with objectives, suggested activities, suggested time, and materials needed given. The suggested instructional approaches are varied and the materials are richly illustrated. The suggested structure of 14 two-hour sessions is easily adapted to other scheduling formats.

IG

VES

TAKING CHARGE

AUTHOR: Scot N. Krause and others

SOURCE: The National Center for Research in Vocational Education

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** see comments **FORMAT:** Kit

FOCUS:
Self Analysis
Job Seeking Process (Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Regular learners; modifiable/special needs.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Requires little teacher preparation.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Field-tested.
Format:	Filmstrip/cassette; 11 min; color. Student workbook; 13 pp; paperbound. Teacher's guide; 15 pp; paperbound.
Features:	Table of contents; student activities; illustrations.

ABSTRACT: This kit consists of a filmstrip/cassette, student workbook, and teacher's guide. It is designed to assist beginning workers to become more aware of abilities and skills they may already possess that can help in getting or changing jobs. Twenty-three adaptive skills are identified and illustrated using the example of a student in a job interview situation. Students first view this 11-minute filmstrip, then read stories in the workbook which describe common job-getting problems. Follow-up activities help the student identify their own skills to overcome these problems. The instructor's guide contains a written transcript of the filmstrip presentation.

COMMENTS: The filmstrip is up-to-date and well-produced. The narration talks to students on their level without being condescending. The tape is not pulsed, requiring close attention to the written script for manual slide changes.

Costs: filmstrip/cassette plus instructor's guide: $12.00
10 Student workbooks: 9.00
Quantity discounts available

LR

VES

TEA LEAVES: A NEW LOOK AT RESUMES

AUTHOR: Richard N. Bolles

SOURCE: Ten Speed Press

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** $0.50 **FORMAT:** Print

FOCUS: Job Seeking Process (Resume Design)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Content supported by research.
Format:	Pamphlet; 20 pp.
Features:	----------

ABSTRACT: This brief pamphlet takes a critical look at the function of resumes. The author argues that the importance of resumes for gaining job interviews is vastly overrated. He contends that "resumes, by their very nature, are as difficult to read as tea leaves". For readers "absolutely mad about resumes, and determined to draw one up and use it no matter what", the author offers several suggestions for improving them.

COMMENTS: This pamphlet provides an interesting and informed counterpoint to the great majority of employability skills materials emphasizing the need for and preparation of resumes. It is short, easy to read, and entertaining. It also provides useful tips for individuals wishing to improve the effectiveness of their resumes.

IG

VES

TEACHER'S GUIDE (MODULES 1-5) FOR THE JOB SURVIVAL SKILLS CURRICULUM

AUTHOR: Mark Wiederanders and others

SOURCE: California Youth Authority

VITAL STATISTICS: **YEAR:** 1978 **PRICE:** **FORMAT:** Print

FOCUS:
Decision Making
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms & Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Secondary.
Population Focus:	Special needs learners.
Method Focus:	Group instruction.
Teacher Focus:	Additional teacher preparation needed.
Readability:	4-6 grade reading level; generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Teacher's guide; 113 pp; stapled.
Features:	Bibliography; teacher objectives; performance objectives; student activities; mastery tests.

ABSTRACT: Designed for use with youth offenders, this teacher's guide contains five modules on job survival skills. The module titles include the following: 1) Motivation/Orientation to Job Survival Skills; 2) Matching Values, Skills, and Interests to Jobs; 3) Job Seeking Skills; 4) Job Getting Skills; and 5) Job Maintenance Skills. The first part of the guide lists the student performance objectives for each module. The second part contains performance record sheets to be used to record student achievement of each module's objectives. The third, and major, part provides daily lesson plans (3 to 20 for each module). In addition to the lesson plans, a list of materials and equipment needed, teacher preparation activities, and some handouts are provided.

COMMENTS: Although designed for youth offenders, nothing in the actual materials used in this curriculum reflect that focus. This, plus the low reading level, make this guide suitable for all populations needing extra encouragement and structure. Many commercially available materials are suggested resources for the activities outlined in the guide. If the instructor has access to these needed materials, this guide provides a comprehensive, completely structured delivery system for instruction.

LR

VES

TEST YOUR OWN JOB APTITUDE

AUTHOR: James Barrett and Geoffrey Williams

SOURCE: Penguin Books

VITAL STATISTICS: **YEAR:** 1980 **PRICE:** $2.95 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Learner workbook; 122 pp; paperbound.
Features:	Table of contents.

ABSTRACT: Test Your Own Job Aptitude is designed as a self-help, self-assessment guide which uses a series of aptitude and personality tests to build a personal framework for career decision-making and clarifying ideas of how best to develop one's potential. The timed tests help to establish aptitude (natural talent for succeeding in one area) and disposition (personality, motivation, and individual interests). The aptitude tests measure logical reasoning, verbal reasoning, numerical reasoning, abstract reasoning, technological skills, and clerical skills. The personality questionnaire examines personality traits, motivation, and individual interests. Detailed explanations for scoring and interpreting results are included in each section. Concluding the book, a career index lists more than two hundred careers which correspond to the test results.

COMMENTS: This practical little book offers a private self-assessment program either for enjoyment or for serious application to the career decision-making process. The easy-to-use resource could be helpful to high school students and adults at all decision-making stages of the job-search continuum. Information on the validation of the test instruments would be helpful, but is not included.

PR

VES

THEORIES OF CAREER DEVELOPMENT
(Third Edition)

AUTHOR: Samual H. Osipow

SOURCE: Prentice-Hall

VITAL STATISTICS: **YEAR:** 1983 **PRICE:** $22.42 **FORMAT:** Print

FOCUS: Decision Making Process

DESCRIPTION:
Research Base: Content supported by research.
Format: Textbook; 339 pp; hardbound; table of contents; subject and author index; bibliography/references.

ABSTRACT: This is the third edition of Osipow's review of major approaches to vocational/career development. Within four broad classifications -- Personality Approaches, Trait-Oriented Approaches, Developmental Theories, and Social Systems and Career Decisions -- Osipow explains and evaluates the major features of over 12 current theories. The research base of each theory is assessed; efforts to operationalize theories for the practice of counseling are reviewed, and an overall comparison of all the theories is made in two concluding chapters.

COMMENTS: This is probably the best current overview of theoretical developments in vocational/career decision making. It is accompanied by insightful evaluation and suggestions for future research.

LR

VES

THE THREE BOXES OF LIFE

AUTHOR: Richard N. Bolles

SOURCE: Ten Speed Press

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $8.95 **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes, Planning for Future)

DESCRIPTION:

Instructional Level:	Adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Textbook; 466 pp; paperbound.
Features:	Table of contents; subject index; bibliography; user activities; sample forms; illustrations.

ABSTRACT: For adults engaged in life/work planning and career change, this book presents a holistic approach to integrating education, work, and retirement--the three boxes of life. In analyzing the boxes, the author provides a structure to deal with the transition into each of the three periods. A multitude of exercises on self-analysis in terms of interests, skills and aptitudes; occupational analysis; career planning; and time budgeting are included. A wide variety of drawings, cartoons, charts, and other illustrations serve to lighten the tone and depict important points in the text. An extensive appendix provides a method for prioritizing factors important to an individual, a description of the National Career Development Project, an illustration of Holland's model of personality types and job environments, a copy of The Quick Job-Hunting Map, a method for developing a plan of action, and a look at evaluation of employee performance.

COMMENTS: This book is a follow-up to the popular What Color Is Your Parachute, by the same author. Although the book covers a variety of topics in depth, the light entertaining presentation style makes reading and using the text easier. It may be used by individuals seeking a method for life planning, or by instructors leading career changing groups.

LR

VES

TRAINING FOR LIFE
A PRACTICAL GUIDE TO CAREER AND LIFE PLANNING

AUTHOR: Fred J. Hecklinger and Bernadette M. Curtin

SOURCE: Kendall/Hunt Publishing Company

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $13.95 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Work Habits and Attitudes, Planning for Future)

DESCRIPTION:

Instructional Level:	Adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Learner workbook; 233 pp; spiral bound.
Features:	Table of contents; bibliography; performance objectives; user activities; illustrations.

ABSTRACT: This workbook for adults is designed to help experienced or first-time job seekers to develop career and life objectives, to plan how to achieve these objectives, and to actively make career and life decisions. The book views career and lifestyle as an integrated whole and takes the reader through the traditional topics of self-awareness, job market investigation, and job campaign strategies. It then addresses other important topics of adult life transitions, dealing with stress, job-keeping and revitalization, and creating a lasting lifestyle into retirement. The workbook includes checklists, written exercises, and other activities to involve the readers in the development and implementation of their own career and life plans. A bibliography is included at the end to guide readers in further research of career trends.

COMMENTS: A very well-organized, thought-provoking resource, this book is geared more to the skilled or professional adult. Content reflects a heavy emphasis on self-analysis and matching personal attributes to job characteristics. A strong interest in personal career planning is necessary to complete this thorough treatment, but the humorous drawings and cartoons are motivating and effective.

LR

VES

20/20 CAREER PLANNING: HOW TO GET A JOB AND KEEP IT

AUTHOR: Elizabeth M. Stockton

SOURCE: Career Publishing, Inc.

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** see comments **FORMAT:** Print

FOCUS:
Decision Making Process
Self Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Interpersonal Skills, Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Readability:	Reading level grade 8.
Affirmative Action:	Neutral.
Research Base:	Not available.
Format:	Booklet; 33 pp; stapled.
Features:	Sample forms; illustrations.

ABSTRACT: This concise pamphlet offers twenty suggestions or steps to use in obtaining and keeping a job. Users are asked to analyze their job potential, invest in further training if necessary, and to make the appropriate decisions needed to get the most suitable job for themselves. Suggestions are presented for preparing a personal data sheet, resume, and cover letter as well as completing job application forms and handling job interviews successfully. The book concludes with twenty constructive steps on keeping a job.

COMMENTS: This handy reference serves as compressed handbook to use when beginning the job search procedure. The information presented is practical, relevant, and useful and should serve as a starting point to encourage further investigation into more comprehensive texts of employability skills areas pertaining to their specific needs. The price for 30 copies is $37.50 with a $1.25 cost for extra copies.

PR

A USER'S GUIDE TO SELECTED PUBLISHED TESTS IN CAREER EDUCATION AND CAREER GUIDANCE

VES

AUTHOR: Eleanor Wong and Barbara Smisko

SOURCE: Wisconsin Vocational Studies Center

VITAL STATISTICS: **YEAR:** n.d. **PRICE:** **FORMAT:** Print

FOCUS: Self-Analysis

DESCRIPTION:
Research Base: Content supported by research.
Format: Manual; 78 pp; stapled.

ABSTRACT: This manual of test reviews is the product of a federally-funded project whose purpose was to develop materials for postsecondary educators planning and evaluating job training programs. The test review was carried out to examine existing instruments which measure personal, interpersonal, and social skills related to job-seeking and job-keeping. The test abstracts in this publication include a description of the components of the tests, norms used, reliability and validity coefficients, and the advantages or uses of the tests. The tests are grouped into three categories: 1) career/vocational education; 2) personality inventories; and 3) measurement inventories relevant to industrial settings. The publication also contains an index of the various publishers and addresses from which the materials can be ordered. A list of definitions of terms used is also included.

COMMENTS: This user's guide is intended as a reference for school counselors working with vocational/career education students at both the high school and postsecondary levels. The list of tests is not intended to be exhaustive, but does include the major tests generally in use, as well as some less well-known instruments.

LR

VES

WHAT COLOR IS YOUR PARACHUTE?

AUTHOR: Richard N. Bolles

SOURCE: Ten Speed Press

VITAL STATISTICS: **YEAR:** 1982 **PRICE:** $7.95 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learner.
Method Focus:	Individual and/or group instruction.
Readability:	Generous spacing
Affirmative Action:	Neutral.
Research Base:	Not Applicable.
Format:	Textbook; 350 pp; paperbound.
Features:	Table of contents; subject index; bibliography; student activities; illustrations.

ABSTRACT: Revised yearly, this unconventional book gives practical details on how to identify what you want from life, how to locate the job you want, and how to convince the employer you are the best person for the job. Designed for anyone aged "sixteen to sixty", the book presents 7 chapters covering such topics as: 1) techniques job-seekers traditionally employ; 2) why traditional techniques don't work for most people; 3) career/life planning and principles of successful job-hunting; 4) keeping at the job-search and using all available resources; 5) identifying personal interests, aptitudes, and needs; 6) finding job leads in the hidden market; and 7) identifying and getting to the person with the power to hire. A large appendix contains additional resources: The Quick Job-Hunting Map; an extensive bibliography; a guide to professional help; a discussion of how to recognize and deal with burnout; and a guide to locating the best jobs in the 80's.

COMMENTS: Richly illustrated with Victorian drawings and contemporary cartoons, this book manages to handle a solemn topic in an entertaining and cheery manner. A convincing case is presented for tackling the job-search in an untraditional manner (i.e., using information interviews to research a business and gain contacts, de-emphasizing the importance of a resume, approaching the person with the power to hire - even if it isn't the personnel director, etc.). This book is good reading even if one isn't looking for a job.

LR

VES

WHO'S HIRING WHO

AUTHOR: Richard Lathrop

SOURCE: Ten Speed Press

VITAL STATISTICS: **YEAR:** 1977 **PRICE:** $5.95 **FORMAT:** Print

FOCUS: Self Analysis
Job Seeking Process (Resource Network, "Resume" Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Content supported by research.
Format:	Textbook; 267 pp; paperbound.
Features:	Table of contents; bibliography; user activities; sample forms; illustrations.

ABSTRACT: For any job-seeker, from entry to executive level, blue collar or white collar, this book presents an organized method for increasing one's prospects for finding the right job. Designed to provide readers with knowledge of the dynamics controlling hiring decisions, the text encourages job-seekers to plan an individualized approach to the job hunt, insuring that one stands out from the crowd. Thirteen chapters cover such topics as scouting the job market, self-exploration for the right job, preparing written "qualification briefs" instead of resumes, writing impelling cover letters, using all of one's contacts for job leads, preparing for the interview, and negotiating for top pay. An abilities checklist and Career Analysis Guidelines are included to assist the reader in self-exploration. A wide variety of qualifications briefs and cover letters are presented to appeal to many types of job-seekers.

COMMENTS: The author asserts that past users of this method have tripled their job offers per employer contact, increased pay offers by 28 percent, and decreased job hunting time by 66 percent. The many examples given in the book provide appeal to a wide variety of job-seekers. A strong case for use of the qualifications brief instead of the resume is presented, along with thorough instructions for constructing the brief.

LR

VES

THE WOMEN'S GUIDE TO RE-ENTRY EMPLOYMENT

AUTHOR: Mary Zimmeth

SOURCE: Gabriel Books

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** $6.95 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Application Forms and Procedures, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Adult.
Population Focus:	Displaced homemakers.
Method Focus:	Individual instruction.
Readability:	Generous spacing; bold print.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Learner workbook; 169 pp; paperbound.
Features:	Table of contents; subject index; bibliography; learner activities; sample forms; charts/graphs.

ABSTRACT: This self-help text is directed toward helping women to re-enter the job market in a professional, organized manner. Eight chapters deal with the following topics: 1) planning employment based on personal needs; 2) researching careers and their requirements; 3) designing a resume; 4) finding job leads; 5) writing letters of application; 6) completing application forms; 7) participating in job interviews; and 8) managing jobs and families together. Each chapter includes step-by-step instructions as well as activities relevant to the topic. Appendices offer a list of resources for student financial aid, a guide to the use of the Dictionary of Occupational Titles, and several sample resumes. An extensive bibliography on women and work concludes the book.

COMMENTS: Although aimed at displaced homemakers, the suggestions for resume design, application completion, and interview participation are suitable for any user. The author is especially sensitive to the fears and insecurities of the mature woman re-entering the job market and this sensitivity is reflected in the text.

IG

VES

THE WORK BOOK: GETTING THE JOB YOU WANT

AUTHOR: J. Michael Farr and others

SOURCE: McKnight Publishing Company

VITAL STATISTICS: **YEAR:** 1983 **PRICE:** see comments **FORMAT:** Print

FOCUS:
Self Analysis
Job Seeking Process (Resource Network, Credential Preparation, Resume Design, Application Forms and Procedures, Interviewing Procedures)
Job Retention (Work Habits and Attitudes)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Little teacher preparation needed.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Content supported by research.
Format:	Learner workbook; 138 pp; paperbound. Teacher's guide; 57 pp; paperbound.
Features:	Table of contents; student activities; sample forms; illustrations.

ABSTRACT: This workbook offers in-depth job-seeking techniques for anyone who is looking for a job. Using a step-by-step procedure, the learner practices one skill moving on to another using information learned earlier. Specific topics covered include: exploring employer expectations; collecting personal information; using the Data Trakt, a record-keeping system; completing application forms; preparing JIST cards, a paper job-search tool telling employers at a glance why you should be given an interview; using the telephone to contact employers; handling the interview successfully; finding job leads in the visible and hidden job markets; preparing and using the resume; and developing a daily job-search plan. An accompanying teacher's guide provides suggestions, exercises, and approaches for using the workbook in various instructional contexts.

COMMENTS: The techniques presented here were developed from a job-search program operated by the author. The program reported a consistent job-placement rate from 60 to 90 percent of its participants, in less than six weeks. The book's format, layout, and many varied activities encourage use; the pull-out Data Trakt and instructions for producing the JIST cards are unique features and practical job-search tools. The workbook is appropriate for classroom use, individual or group counseling, or independent study. Student Workbook = $7.50; Teacher's Guide = $3.96.

LR

WORKING

AUTHOR: Studs Terkel

SOURCE: Avon Books

VITAL STATISTICS: **YEAR:** 1974 **PRICE:** $3.50 **FORMAT:** Print

FOCUS: Occupational Analysis

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	----------
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Book; 762 pp; paperbound.
Features:	Table of contents; subject index.

ABSTRACT: For anyone now working or planning to work in the future, this book provides insights into the meaning of the work ethic as viewed by actual workers. The book consists of a collection of unstructured interviews with 133 men and women who work at various jobs -- ranging from washroom attendant to football coach, from housewife to executive. The defeats and the triumphs encountered daily in the world of work and the conscious or unconscious search for daily meaning as well as daily bread are revealed in the respondent's own words. Except for an introductory chapter, the interviews are presented without comment by the author, since the words of the workers tell their own story.

COMMENTS: A classic since its first printing in 1972, this book is rich, powerful, and inspiring. The candid interviews provide the reader with a deeper awareness of and sensitivity to the interrelationship between job skills, values, and personal needs. This is a valuable resource not only for students and job-seekers, but also for professionals charged with the responsibility of preparing these individuals for finding meaningful employment.

LR

VES

YOUR HIDDEN SKILLS: CLUES TO CAREERS AND FUTURE PURSUITS

AUTHOR: Henry G. Pearson

SOURCE: Mowry Press

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $8.50 **FORMAT:** Print

FOCUS:
Decision Making
Self Analysis
Occupational Analysis
Job Retention (Planning for Future; Job Change)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and group instruction.
Readability:	----------
Affirmative Action:	Addressed.
Research Base:	Not applicable.
Format:	Textbook; 146 pp; paperbound.
Features:	Table of contents; subject index; bibliography; references; student activities; sample forms.

ABSTRACT: Based on a career directions workshop developed by the author, this textbook outlines a 12-step process for skill analysis, values clarification, and job assessment for transferable skills. This process of discovering hidden skills, interests, and values is dubbed the "Searchway: a compass to find your direction toward a career, job, or any non-work or unpaid activity." In Part Two of the book, suggestions are offered for applying this Searchway in the family, at school or college, for getting the first job, during the work years, when retiring, and as a way of life. Job hunting techniques (e.g., letter and resume writing, interview procedures, etc.) are not discussed.

COMMENTS: As the author points out this is not a 'how to' book but a 'how to learn' book. Its emphasis is on uncovering hidden skills through an analysis of an individual's experiences. A handy "Transkills Finder" is provided for identifying skills.

IG

YES

YOUR JOB SEARCH

AUTHOR: Linda Morse and Ora Kromhout

SOURCE: Dissemination Section, Florida Department of Education

VITAL STATISTICS: **YEAR:** 1979 **PRICE:** see comments **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Credential Preparation, Application Forms & Procedures)

DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual and/or group instruction.
Teacher Focus:	Additional teacher preparation required.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Field tested.
Format:	Student workbook; 80 pp; paperbound. Teacher's guide; 30 pp; paperbound.
Features:	Table of contents; bibliography; performance objectives; student activities; mastery tests; sample forms; illustrations.

ABSTRACT: This student workbook on the job search is one of six in the Employability Skills Series, a set of materials designed to teach secondary students and adults the skills for getting and keeping a job. This workbook is designed to show the student how to look for a job and focuses on three areas: 1) planning the job search and preliminary steps; 2) getting leads on job openings; and 3) contacting employers to find out more about jobs. Ten knowledge and performance objectives are provided with instructions, practice activities, a mastery self-test and checklist, and answer keys for each. A separate instructor's guide accompanies the student workbook and provides an outline of the content, discusses the competency-based structure of the unit, describes administration procedures, provides three classroom management plans, and describes materials needed. Materials for measuring student progress, mastery tests, and record sheets are also included.

COMMENTS: Designed so that students work at their own pace, this excellent unit can be completed in an average of 5 to 7 hours. The unit is also appropriate for group instruction with a highly flexible administrational format. Additional teacher preparation time may be required if all activities, particularly arranging for outside speakers, are utilized. Student workbook, $3.00; Teacher's guide, $2.20.

LR

VES

YOUR JOB--WHERE TO FIND IT, HOW TO GET IT

AUTHOR: Leonard Corwen

SOURCE: Arco Publishing, Inc.

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $6.95 **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Addressed.
Research Base:	Validation information not available.
Format:	Textbook; 180 pp; paperbound.
Features:	Table of contents; bibliography/references; sample forms; student activities.

ABSTRACT: Using the premise that there is no magical formula that will guarantee getting a job, this text comprises a detailed plan for those employed, underemployed, and unemployed to use in a job search. The reader is shown how to organize various job seeking elements into an effective campaign: how to prepare mentally for the daily routine of job hunting; how to take stock of assets and liabilities; how to conduct a direct mail campaign and tap the hidden job market; the secrets of interpreting classified advertising; how to use employment agencies and search firms carefully, how to handle job interviews and get job offers, and finally, tips on salary negotiations. A variety of sample resume formats and cover letters are included containing examples of resumes designed for entry-level, retired job applicants, and for those re-entering the job market. The book contains a list of executive placement firms, professional women's organizations, magazines and books for working women, information sources by occupation, and useful informational directories. User activities relevant to each area are included.

COMMENTS: In a clear, crisp format, this text combines some of the most recent and relevant job search information available in a wide variety of books on today's market. The book is filled with non-gimmicky, practical advice designed for the serious, skilled job seeker. Particularly helpful are the lists of references.

LR

VES

YOUR RESUME: KEY TO A BETTER JOB

AUTHOR: Leonard Carmen

SOURCE: Arco Publishing, Inc.

VITAL STATISTICS: **YEAR:** 1976 **PRICE:** $4.00 **FORMAT:** Print

FOCUS: Job Seeking Process (Resource Network, Resume Design, Interviewing Procedures)

DESCRIPTION:

Instructional Level:	Postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Double column copy; generous spacing.
Affirmative Action:	Neutral.
Research Base:	Validation information not available.
Format:	Textbook; 111 pp; paperbound.
Features:	Table of contents; bibliography; sample forms.

ABSTRACT: For first-time job-seekers, experienced professionals, or those re-entering the job market, this text describes ways to make a resume stand out from the many others a personnel manager might receive. Emphasizing that all resumes should contain certain basic information, the book presents several forms of resumes, each designed with specific objectives in mind. The first five chapters deal with the purposes of resumes and the different types of resumes one can construct along with appropriate cover letters. Step-by-step instructions are given for their construction and several examples are included of each type. The following three chapters help one in organizing the job hunt, addressing replies to help wanted advertising, using direct mail to locate the hidden job market, and keeping records of job-search activities. The final two chapters of the book discuss the proper behavior for an applicant during the interview and proper post-interview activities.

COMMENTS: This book is aimed primarily at the management or professional level worker. The two major types of resumes, functional and chronological, are discussed in detail with practical suggestions for attracting the attention of the resume recipient. An index is included to help the reader quickly locate one of the 23 completed resumes which are listed by type of position sought. The approach to resume design and job search is essentially conservative, with occasional justified exceptions.

LR

VES

YOU'RE HIRED!
THE BEST WAY TO FIND AND LAND A MORE SATISFYING JOB

AUTHOR: Albert C. van Roden and Thomas D. Bachhuber

SOURCE: Liberty Publications

VITAL STATISTICS: **YEAR:** 1981 **PRICE:** $3.95 **FORMAT:** Print

FOCUS:
Self Analysis
Occupational Analysis
Job Seeking Process (Resource Network, Resume Design, Interviewing Procedures)

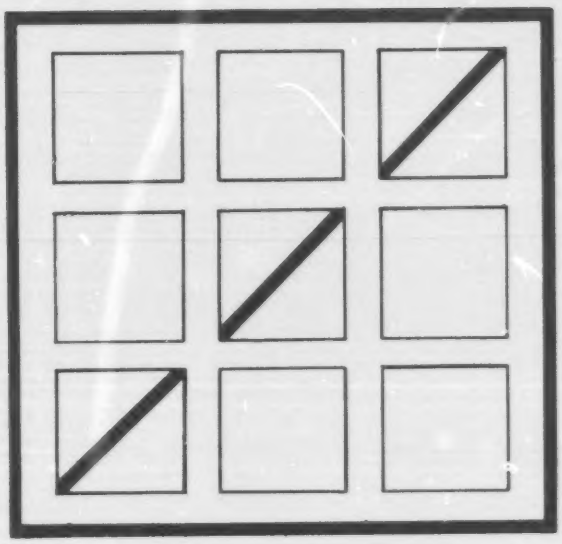
DESCRIPTION:

Instructional Level:	Secondary; postsecondary; adult.
Population Focus:	Regular learners.
Method Focus:	Individual instruction.
Readability:	Generous spacing.
Affirmative Action:	Neutral.
Research Base:	Not applicable.
Format:	Learner workbook; 72 pp; paperbound.
Features:	Table of contents; subject index; bibliography; user activities; sample forms.

ABSTRACT: Written under the premise that most people have more skills and potential than they realize, this booklet is designed to help the reader uncover those hidden attributes. A step-by-step plan for matching one's skills and interests to the right job, finding that job, and presenting one's best self is given. It presents two methods, Conventional and Selective, of getting a job; discriminates between finding just a job and finding a satisfying job; demonstrates how to identify interests, skills, and values, and to match these to the right job; discusses how to learn about jobs; provides instruction on writing resumes and taking an interview; and presents a written checklist to help one implement the plan of action for getting a satisfying job. Appendices include sample questions often asked by an interviewer, questions to ask of an interviewer, and telephone techniques to initiate meetings with employers.

COMMENTS: You're Hired is short, concise, and very readable. It emphasizes the Selective method in job hunting and points out the drawbacks to the Conventional, or traditional, approach. Use of the Selective method helps one tap the hidden job market and to reach a conclusion about the type of job one prefers and can do well.

Appendices



LIST OF SOURCES

Acropolis Books, Ltd.
2400 17th Street, N.W.
Washington, D.C. 20009

AdvancE
Stayer Research and Learning Center
Millersville State College
Millersville, PA 17551

Agency for Instructional Television
1111 West 17th Street
Bloomington, IN 47401

American College Testing Program
2201 North Dodge
P.O. Box 168
Iowa City, IA 52243

American Guidance Service, Inc.
Publishers Building
Circle Pines, MN 55014

Anchor Books
Anchor Press/Doubleday
Garden City, N.J.

Arco Publishing, Inc.
219 Park Avenue South
New York, NY 10003

Argus Communications
7440 Natchez Avenue
Niles, IL 60648

Arizona Department of Economic Security
Labor Market Information Publications
P.O. Box 6123-733A
Phoenix, AZ 85005

Aspen Systems Corporation
1600 Research Blvd.
Rockville, MD 20850

Avon Books
959 Eighth Avenue
New York, NY 10019

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797

Bitterroot Educational Resources
315 South 4th Street E.
Missoula, MT 59801

CBI Publishing Co., Inc.
51 Sleeper Street
Boston, MA 02210

California Youth Authority
State of California
4241 Williamsbourgh Drive
Sacramento, CA 95823

Career Publishing, Inc.
924 North Main Street
P.O. Box 5486
Orange, CA 92667

Charlene Calloway
P.O. Drawer DX
Mississippi State, MS 39762

Chronicle Books
870 Market Street
San Francisco, CA 94102

Chronicle Guidance Publications,Inc.
Moravia, NY 13118

College Board Publications
P.O. Box 2263
Bethlehem, PA 18001

Cornerstone Library
Simon and Schuster Building
1230 Avenue of the Americas
New York, NY 10020

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455

Department of Human Resources
Box 100
Municipal Building
Bloomington, IN 47402

Dissemination Section, Vocational Division
Florida Department of Education
Knott Building
Tallahassee, FL 32301

Dickinson Public Schools
202 East Villard Dakota
Box 1057
Dickinson, N.D. 58601

Don's Printing, Inc.
P.O. Box 1131
Elkhart, IN 46514

Dow Jones-Irwin
1818 Ridge Road
Homewood, IL 60430

EMC Publishing
Changing Times Education Service
180 East Sixth Street
St. Paul, MN 55101

ERIC/CAPS
2108 School of Education,
University of Michigan
Ann Arbor, MI 48109

Educational Associates, Inc.
P.O. Box Y
52 Fountain Place
Frankfort, KY 40604

Educational Design, Inc.
47 West 13th Street
New York, NY 10011

Educational Resource Center
Attn: Loma Hopkins, Chaffey College
5885 Haven Avenue
Alta Loma, CA 91701

Ell Ell Diversified, Inc.
P.O. Box 1702
Santa Rosa, CA 95402

Focus Publishing Co.
29175 Oak Point Drive
Farmington Hills, MI 48018

Frank E. Richards Publishing Co.
P.O. Box 66
Phoenix, NY 13135

Gabriel Books
Division of Minnesota Scholarly Press
P.O. Box 224
Mankato, MN 56001

Grosset and Dunlap, Inc.
51 Madison Avenue
New York, N.Y. 10017

Guidance Associates
Communications Park
Box 3000
Mt. Kisco, NY 10549

Human Resource Development Press
P.O. Box 222
Amherst, MA 01602

Illinois State Board of Education
Adult Vocational and Technical Education
100 North First Street
Springfield, IL 62777

Independent Study Program
Indiana University
Owen Hall 001
Bloomington, IN 47405

Indiana Employment Services
Employment Security Division
10 North Senate Avenue
Indianapolis, IN 46204

Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri
Columbia, MO 65211

Interinstitutional Consortium for Career Education
Marion Education Service District
3400 Portland Road N.E.
Salem, OR 97303

Interpretive Education
2306 Winters Drive
P.O. Box 2341
Kalamazoo, MI 49001

Interstate Printers and Publishers Inc.
19-27 North Jackson Street
Danville, IL 61832

Janus Book Publishers
3541 Investment Blvd.
Suite 5M
Hayward, CA 94545

Kendall/Hunt Publishing Co.
2460 Kerper Blvd.
Dubuque, IA 52001

Liberty Publications
50 Scott Adam Road
Cockeysville, MD 21030

Life Skills Education
280 Broad Street
Weymouth, MA 02188

Lifetime Learning Publications
Division of Wadsworth Publishing Co., Inc.
Ten Davis Drive
Belmont, CA 94002

Maryland Vocational Curriculum Production Project
Western Maryland Vocational Resource Center
P.O. Box 5448
Cresaptown, MD 21502

Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin--Stout
Menomonie, WI 54751

Mayfield Publishing Co.
285 Hamilton Avenue
Palo Alto, CA 94301

McKnight Publishing Co.
808 Eldorado Road
Bloomington, IL 61701

Melissa Briscoe
Kentucky State Department of Education
1912 Capital Plaza Tower
Frankfort, KY 40601

Metro ECSU
3602 Highcrest Road, N.E.
Minneapolis, MN 55418

Montgomery County Public Schools
Director, Supply Management Division
595 Stonestreet Avenue
Rockville, MD 20850

Mowrey Press
Box 405
Wayland, MA 01778

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210

National Textbook Co.
8259 Niles Center Road
Skokie, IL 60076

New Century Publishers, Inc.
220 Old New Brunswick Road
Piscataway, NJ 08854

Occupational Curriculum Laboratory
East Texas State University
Commerce, TX 75428

Ohio Bureau of Employment Services
65 South Front Street
Columbus, OH 43215

Oklahoma State Department of Education
Oliver Hodge Memorial Education Building
2302 Lincoln Blvd.
Oklahoma City, OK 73105

Oklahoma State Department of Vocational-Technical Education
Curriculum and Instructional Media Center
1515 West Sixth Avenue
Stillwater, OK 74074

PRO-ED
5341 Industrial Oaks Blvd.
Austin, TX 78735

Penguin Books
Viking Penguin, Inc.
299 Murray Hill Parkway
East Rutherford, NJ 07073

Pennsylvania Commission for Women
512 Finance Building
Harrisburg, PA 17120

Pennsylvania State University
Division of Occupational/Vocational Studies
119 Rackley Building
University Park, PA 16802

Pitman Learning, Inc.
19 Davis Drive
Belmont, CA 94002

Prentice Hall, Inc.
Englewood Cliffs, NJ 07632

Public Information and Publishing Office
Virginia Department of Education
Richmond, VA 23216

Publication Sales
American Personnel and Guidance Association
5203 Leesburg Pike
Falls Church, VA 22041

Putnam Publishing Group
1 Commerce Road
P.O. Bcx 593
Pittston Township, PA 18640

Reading Area Community College
10 Second Street South
Reading, PA 19602

Simon and Schuster
1230 Avenue of the Americas
New York, NY 10020

Simon and Schuster/Fireside Books
Rockefeller Center
1230 Avenue of the Americas
New York, NY 10020

South Carolina State Department of Education
Office of Vocational Education
1100 Gervais Street
Columbia, SC 29201

St. Martin's Press, Inc.
175 Fifth Avenue
New York, NY 10010

Sun Features, Inc.
Box 368
Cardiff, CA 92007

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Ten Speed Press
P. O. Box 7123
Berkeley, CA 94707

Tennessee State Board for Vocational Education
200 Cordell Hull Building
Nashville, TN 37219

Time Share Corporation
Houghton Mifflin
2 Park Street
Boston, MA 02107

University Press of America
4720 Boston Way
Lanham, MD 20706

University of the State of New York
New York State Education Department
Bureau of Bilingual Education
Albany, NY 12230

Virginia State Department of Education
State Office Building
1322 East Grace Street
Richmond, VA 23219

Vocational Materials Laboratory
Ohio State University
1885 Neil Avenue
Columbus, OH 43210

Washington Employment Security Department
Olympia, WA 98504

West Virginia Vocational Curriculum Lab
Cedar Lakes Conference Center
Ripley, WV 25271

Wisconsin Vocational Studies Center
University of Wisconsin--Madison
964 Educational Sciences Bldg.
Madison, WI 53706